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World Vistas in Foreign Fiction¹

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There is definite unity and progression in the presentation given on our program to fiction, and it is to me significant and gratifying that this consideration of fiction is not made from the traditional librarians' standpoint. From that standpoint, fiction is a dubious commodity with which we are unfortunately over-supplied, which should be so far as possible ignored or reduced in quantity. Stepping aside from the traditional, we are considering fiction for what it is: the dominant creative literary art of our own day, undergoing protean transformations, reaching out into experimentation and research in method and in content, and drawn upon for copious transfusions of its lifeblood to vitalize anaemic offspring of biography and history.

We have followed the trend of modern fiction, as it evolves new forms and penetrates obscurities of human nature and experience. We have considered the basic values of fiction—the degrees and potencies of expression controlled and shaped by creative literary art that reveal the manifold experiences of life and have been our realization of its verities. I should like now to present a more objective, perhaps a simpler, aspect of fiction;

and that is, the value that lies in foreign fiction in English translation as illumination and interpretation—historical, social and pictorial—of vistas of the world's life, past and present.

For from the rich and increasing supply of foreign novels made available to American readers in translation, we may gain knowledge of the panorama of the world's life, familiarity with history and racial and social characteristics, enlarged experience, wider sympathy and better understanding of life. Complacent isolation and prosperity together build up a mentality impenetrable to a ray of international understanding. Mr and Mrs Haddock went "abroad" in bodily peregrination, but in psychological truth they never left their native habitat, nor could Baedekers, nor steamship nor railway tickets, lavishly employed, extend their boundaries.

Among the rank and file of American readers I have found that the most ordinary attitude toward foreign literature—as toward the foreigner himself—if it is not of entire ignorance and indifference, is one of distrust and predetermined distaste. It is a survival of that instinctive hostility toward the unfamiliar that is one of the primitive traits of man. As Kipling says of "The stranger":

The stranger within my gate,
He may be true or kind,

¹ Read at the meeting of California library association, Riverside, April 4, 1928.

But he does not talk my talk,
I cannot feel his mind.
I see the face and the eyes and the mouth,
But not the soul behind.

Thru his own native creative literature we may feel the mind and discern the soul of the stranger, realize the kinship of the human family and see our own emotions and experiences repeated or interpreted in the emotions and experience of others.

There is, of course, an ever-widening audience in this country for foreign authors, but it is still an audience drawn chiefly from readers of higher mental development and cosmopolitan background, or from those with a foreign strain in their heredity. In an extended experience with readers of almost every degree of intelligence and every kind of taste, I have gained some acquaintance with the difficulties that rise in the minds of most Americans unfamiliar with foreign fiction when they first begin to read the work of foreign novelists. First of all, of course, is that general distaste felt toward books that are not set in familiar scenes and written in familiar form. Many Americans feel this distaste even for English fiction. It does not appeal to them; they have no acquaintance with its backgrounds, the social structure it portrays is irritating; its people and their environment are unreal and uninteresting. But these are generally readers of very limited education or of crude or undeveloped literary tastes. In foreign fiction one of the first obstacles to confront the earnest hundred per cent American reader is the names. The names of the authors, the names of the places and the names of the characters are all unfortunately foreign names. An author entitled Baroja y Nessi, or Artybashev, or Grazia Deledda seems necessarily unintelligible, if not a little ridiculous; at least much more alarming and formidable than writers bearing such comfortable familiar names as Kathleen Norris or Zane Grey. This reader never reflects that these names are no more exotic or formidable than our names would

be to a Russian or a Pole or any European. "Edith Wharton" makes grotesque vocables for any German. And consider our place names—Skaneateles, Waukesha, Poughkeepsie, Oskaloosa. Are they any less "outlandish" than Przemyśl, or Trondheim, or Nijni-Novgorod?

Other obstacles to be overcome lie in the differences in subject and in style. Foreign novels usually have a theme, philosophic, or ethical or psychological. Or if they are not theme novels they may be often genre novels, portraying life in simple pictures, plotless, with little or no action. The most widely popular American and English fiction is of a different type: it tells a story, and gives its readers plot, action and dialogue. In style, foreign novels may seem odd or unpleasing. They impress the inexperienced reader as disconnected and staccato, or as more emotional and excitable than is seemly, or as long elaborated analyses or descriptions that are tiresome and monotonous. In reality foreign fiction possesses its own beauty and power: its delicate pencillings, its passionate intensities, its austere clarity. Also the reader whose mind has been cast in the narrow American mould regards foreign fiction as dealing with unpleasant subjects; as "morbid"—that convenient term which is applied so complacently to anything of which we desire to remain ignorant. It is true the subjects treated in foreign fiction are often not in accord with what Henry James called "the Anglo-Saxon reserve" in literature and in speech. We must, however, admit that this "reserve" is now somewhat historic, and is rapidly becoming traditional. Foreign writers see their work from a different standpoint. They are interested in crises, emotional complexities, tangled skeins of purpose and motive; they do not care for "happy endings." They are concerned with no adolescent problem and its attendant censorship. Continental literature is regarded as designed for mature readers; and mature readers are

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supposed to accept any exposition of any subject or avoid it if it is distasteful to them, but not to supervise it for other mature readers. Foreign literature is not likely to interest American readers who might possibly be injured by it. Those whom it does interest, who feel its power and beauty and thru it come to a broader and wider realization of all the forces and facts that go to make the world outside our little parish of personal experience, will suffer no moral deterioration from acquaintance with foreign fiction. It must be remembered that fiction more than any other kind of literature is the mirror of its day. And in foreign fiction we see the world reflected. This fiction, it is true, reveals social ironies, terrible and distressing conditions, confused or confusing social visions. But why? Because the conflicts, the disintegrations, the struggles, the agonies and visions of the world of Europe are reflected in European fiction.

Ever since the war—which for the first time made Europe real to modern America—the work of the great foreign novelists has flowed in a swelling current into the stream of our contemporary literature. The rising of the current is hardly noticeable before 1900; and for earlier decades there are many of us who can remember the interminable deadly volumes of Mühlbach, the sugar paste of E. Marlitt, and the horrifying surreptitiously absorbed revelations of Zola, which made up the bulk of foreign fiction known to the mass of American readers. Now we look upon a rich diversity and expansion. American publishers are finding more and more that good translations are justified in money return and in adding prestige to their imprint. That such novels as Hamsun's *Growth of the soil* and Reymont's *Peasants* should have taken their place among American best sellers, is evidence of the steady improvement in reading tastes that (in spite of standardization and mediocrity) is going on in the United States today.

And so our contemporary fiction is enlarged and enriched by this increasing inflow from European sources. From French and Italian, Spanish, Belgian, Dutch and German writers of today the European scene builds itself before us. From Scandinavia and the north there pours out work full of beauty and power and stimulus to mind and spirit—novels from Copenhagen, from Christiania, from the Baltic coast, even from distant Iceland. The Russian genius, too, begins to emerge from the eclipse of revolution and flash its strange fires against the clouds. And even from the Orient and South America we are receiving the first reflections from fiction's mirror of its own life, its own racial background and experience.

Consider briefly a few of the world vistas thrown open to us thru the windows of foreign fiction. The list which is printed to accompany this paper holds really the essence of all that I would say. It presents far more vividly and cogently than I can do the world vistas of scene and experience, of illumination and interpretation of other races in their historic past and their no less historic present, that are unlocked by foreign fiction. To survey this list in rapid condensation will unroll before your mental vision vistas past and present for 12 countries and for nearly a thousand years of history. Short as it is, the list sufficiently presents my thesis. I have divided it in two groups, to illustrate in addition to the general presentation of world vistas thru fiction, the specific illumination of a single national vista that may be obtained thru an ordered reading of that nation's fiction. These 10 Russian novels, in the sequence indicated, seem to me to reveal the contemporary vista of Russia as it is rooted in and has taken shape from the racial and social national past.

Our Russian vistas open with *Taras Bulba*, the historic epic of the Cossacks, those children of the steppes, whose Homeric combats,

whose ardors of patriotism and devotion of religious faith reveal the barbaric vitality of the ancient Cossack strain that still pulses in Russia's racial body. Tolstoi's *War and peace* opens the vista of Russia three centuries later—in the dawning nineteenth century, with its presages and portents of world change, unfolding a panorama of all Russia, its established social structure, its great estates, the life of the soil and the life of the cities, the premature influence of the French Revolution, and the first fermenting of Russian intellect and idealism into the wine of revolution. Then come three works of social and racial portraiture: Turgenev's short character studies of life on the estate of a great landowner, with its many serfs, its feudal authority, its cruelties and indifference born of absolute power. This was the delicate, keen instrument that severed the bonds of serfdom for the Russian peasant. *Oblomov* is the portrayal of the inertia that corroded the Russian's mental gifts and potential energies and surrendered control to the efficient, indefatigable German. And *Cathedral folk* is a picture of the Orthodox church, with its patriarchal domestic and communal relationships, its medieval priestcraft, its mingling of peasant kindness, petty officialism and superstition.

The shadow of coming events falls upon us in Dostoyevski's work of presage and prophecy, *The Possessed*. In one of the most recent studies of Bolshevism, by the French writer, René Fülöp-Miller, Dostoyevski is called "the inspired prophet of the present era." Of "The Possessed" he says: "We look on a dream that has come true and are amazed by the visionary clear-sightedness of the dreamer." It is the story of a band of anarchist revolutionaries who spread terror and crime thru a countryside, and whom Dostoyevski sees as beings possessed of devils, like the Gadarene swine, rushing toward the destruction of themselves and others. Most of the elements of conspiracy, revolutionary

psychology and violence are here which worked in the Russian revolution; there is the same sequence of cause and effect, and the same confusion and bewilderment among those who participated in this convulsion. It is Dostoyevski's prophetic and creative vision of the time when, as he said, "Russia will be overwhelmed with darkness and the earth will weep for its old gods."

To the vision succeeds the actuality, in Krasnov's gigantic novel, *From the double eagle to the red flag*, a magnificent, monstrous epic, poured out as a record of things seen and lived and imprinted in unforgettable stamp upon mind, soul and body. This is, so far, the only available epic and dramatic presentation of the whole inception, rise and dominance of Russia's red revolution, which has marked an epoch in world history, overthrown a social order and established a social structure hitherto unknown in our record of man's experience. It should be said that it is frankly, deeply, imperialist in sympathy, inspired by passionate hatred and condemnation of the whole Soviet movement as the most brutal and bloodthirsty of tyrannies. Undoubtedly it will in time be balanced by a great dramatic, epic novel by some champion of the Soviet cause (*Orenburgski's Land of the children*, just published by Longmans, promises a different revolutionary vista). Yet I doubt if it is possible to exaggerate the horrors, excesses and pitiless orgies of that revolution, setting free, as it did, semi-Asiatic barbaric race impulses and passions. Krasnov's work holds mingled horror and fascination, its value chiefly perhaps in its authentic sequence of historic fact and as a panorama of a Dantesque inferno, of an insane, tormented, writhing world. It runs from 1894 to 1921, 27 years that have seen the transition from the ancient traditional life of imperial Russia, thru convulsive premonitions, thru cataclysmic upheaval, to the seething welter of destruction, bringing forth a new organ-

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ism. In its depiction of the revolution, no colors, no words, are spared, horrible scenes and fearful details become revolting and overwhelming. There are defects of garish romanticism, trite polemics against communism; but in spite of crudities, partisanship and frequent sins against good taste, it remains a memorable tragic canvas—a Verestchagin painting of one of the great world vistas of our own day.

Then come two brief intense glimpses of Russia after the whirlwind. Libedinsky's short novel, *A Week*, is by one of the young Soviet writers: it pictures the communist regime among the peasants, and the week of sullen, stubborn revolt when the peasants refused to obey the Soviet order to send their grain to the Soviet storehouse to be held and distributed by the state. Neweroff's novel is an agonized epic of the Russian famine of 1921; a remarkable work terrible almost beyond endurance, yet with the beauty of poetry showing thru its dark oppression. It demands a little fuller comment, for it is not only a masterpiece of literary art, but as a portrayal of mass starvation, the starvation of a nation, a people; it is true for China, for India, for many vistas of the world, past and present. It is drawn from the abyss of personal experience, for in 1921, Neweroff, living in Samara, in the heart of the famine region, having suffered great misery that came to its climax in the death by starvation of one of his three children, decided to move to Moscow. But first he must journey to Tashkent, in Turkestan, to secure bread for his family until they could join him later in Moscow. It is that journey of horror to Tashkent, the city of bread, that is perpetuated in his novel, one of the human documents of contemporary Russian history.

"City of bread" is the chronicle of two children who make the journey from famine stricken Samara to distant Tashkent to bring home bread. Twelve-year-old Mishka is the leader, the pitiful, unconquerable hero, the

only survivor of this epic, so simple, so moving, so ghastly in its panorama of tragedy and horror. Mishka's grandfather had died, his grandmother and father. His mother lay ill and weak from hunger, his two little brothers were famished. In Tashkent, the strange Turkish city, 2,000 versts away, bread was cheap and abundant. So Mishka determined to go to Tashkent and bring home 20 pounds of bread to his family and good seed to sow for grain. He goes with his friend, eleven-year-old Seroshka; and the reader follows in successive, unforgettable scenes the experiences of the two children in the frenzied hunt for a morsel of bread among agonized hordes of men and women, stupefied by starvation and despair. Mishka alone accomplished his task, thru the iron will hidden under a child's perplexities, terrors and despair. It is all simple, vivid: brief dialogues, swiftly changing scenes; and always we are part of the moving masses of hunger-driven people, swarming over the packed trains, clambering upon the car roofs, driven off, locked out, wolfish, ruthless, and inutterably pitiful in their unhuman struggle for self-preservation. Inwoven with its horror are strands of gleaming poetic beauty; as when Mishka, exhausted, desperate, waits at the desolate little Kirghiz station until he can somehow thrust his way to the life-saving train. "Before his tight shut eyes—

like a ribbon unrolling—
passed Tashkent, the city never-beheld:
city of plenty,
city of bread,
the smiling city.
High hills encircle it:
black bread,
white bread,
wheat in grain,
wheat in sheaves,
big grains not like ours."

Our Russian vistas close, not with actuality, but with the note of fantasy struck in Zamiatin's *We*: which, written by one of the well known writers of the present Russian regime, has never been allowed publication in Rus-

sia. Its fantasy of a new, mechanized, standardized social state carries a real synthesis of the social philosophy of the Russian revolution and its universal meaning. It is a brilliant, fantastic portrayal of an ultimate standardized world—the great United State, in which all human beings are numbers, all existence is ordered by mathematical, mechanical regulation and precision, and the individual personality is extinguished in mass uniformity. A flight of the creative imagination, the intensity of Russian genius burns in this conception of the solitary human soul in hopeless struggle against mechanical civilization.

This, of course, is but a single, arbitrary selection of novels thru which vistas of Russian life and history may be glimpsed. In my longer list of European vistas I have drawn on the work of 28 novelists, thru which any reader may gain historical perspective and international understanding. Any adequate commentary on this list would lure me far beyond the limits of this paper. But consider, in briefest condensation, its range, its human interest, its literary artistry. Here is Spain, seen under the shadow of age-old ecclesiasticism symbolized in the great cathedral of Toledo; seen again in the lawless vagabond life of those submerged in its cities in the present industrial age; and seen yet again in delicate vignettes of rural life tinged with subtle decay. Here is Italy, in the glowing panorama of the Renaissance centering on the figure of Leonardo da Vinci; again in peasant and middle class life of the early nineteenth century; and again in the post-war period of character disintegration and instability. Here is France: the whole epitome of her political history flashed forth in the wit and satire of *Penguin Island*; her rich culture of art and letters flowing thru the life of Jean Christophe; her history thru the past century unrolled in the uneventful story of the gentle spinster Aricie Brun.

The social structure of modern Holland is the warp on which is woven the woof of Couperus' psychological studies of human nature. Vistas of the seventeenth century Germany, and a deeper vista of race history, open in Feuchtwanger's *Power*. The tensions and problems not of wartime Germany alone but of all Europe are in those two great novels, *The Magic mountain* and *The World's illusion*. Vistas of Hungary are in Tormay's *The Old house*; of Poland, in the pageantry of its historic past and in the enduring life of the soil, in Sienkiewicz and Reymont. Scandinavian writers open vistas of medieval Norway, as vital and moving as the most absorbing modern drama of men and women of our own generation in Sigrid Undset's magnificent trilogy; of the historic backgrounds of Denmark, Iceland and Sweden; of the Norse fisher folk today winning their perilous living from the sea; of the growth of the soil, as it is rooted and has flourished not in Norway alone but in every primitive land; and of the rise of labor from depths of degradation and suffering to a measure of independence, a prospect of better things.

These are but hints of the world vistas that are brought before us in foreign fiction. Such books as these evoke the true movement and color, richness and depth of the world's life, and bring realization of history as Spengler sees it, as constant movement, life, forms rising, changing and passing.

In Keyserling's philosophy of new age that he sees born into our world today, the spirit that will guide and influence the coming generations is three-fold. It is the spirit of relativity, synthesis, and sympathy—relativity, the recognition and realization of the underlying relationship and interdependence of all humanity; synthesis, the fusing together of the diversities of experience; sympathy, the sense of human brotherhood. This three-fold spirit may be born or strengthened for all of us in the creative literature of other countries and other races.

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WORLD VISTAS IN FOREIGN FICTION¹

Illustrated by a short list of foreign novels in English translation.

Russian vistas: a chronological sequence

- 1) Gogol. Taras Bulba.
- 2) Tolstoi. War and peace.
- 3) Turgenev. Memoirs of a sportsman.
- 4) Goncharov. Oblomov.
- 5) Lyeskov. Cathedral folk.
- 6) Dostoyevski. The possessed.
- 7) Krasnov. From double eagle to red flag.
- 8) Libedinsky. A week.
- 9) Neweroff. City of bread.
- 10) Zamiatin. We.

European vistas: past and present

Baroja y Nessi. The struggle for life: The quest; Weeds; Red dawn.
 Blasco Ibanez. Shadow of the cathedral.
 Bojer. Last of the Vikings.
 Borgese. Rubé.
 Couperus. Small souls; Later life; Twilight of the soul; Dr Adriaan.
 Feuchtwanger. Power.
 France. Penguin island.
 Gunnarsson. Guest the one-eyed.

Hamsun. Growth of the soil.
 Heidenstam. Tree of the Volkungs.
 Henriot. Aricie Brun.
 Jacobsen. Marie Grubbe.
 Jensen. Long journey: Fire and ice; The Cimbrians; Christopher Columbus.
 Lagerlöf. Story of Gösta Berling.
 Larsen. Philosopher's stone.
 Mann. Magic mountain.
 Martinez Ruiz. Don Juan.
 Merejkowski. Leonardo da Vinci.
 Nexö. Pelle the conqueror: Boyhood; Apprenticeship; Great struggle; Daybreak.
 Reymont. The peasants: Autumn; Winter; Spring; Summer.
 Rolland. Jean Christophe.
 Sandy. Andorra.
 Sienkiewicz. With fire and sword; The deluge; Pan Michael.
 Tharaud. Long walk of Samba Diouf.
 Tormay. The old house.
 Undset. Kristin Lavransdatter: Bridal wreath; Mistress of Husaby; The cross.
 Verga. Mastro-Don Gesualdo.
 Wassermann. The world's illusion.
 Compiled by Helen E. Haines for the California library association, April, 1928.

Letters—Information and Discussion

Bibliography on Patents**EDITOR, LIBRARIES:**

The Scientific library of the Patent Office frequently receives requests from many sources for books on patents and invention for use in writing. We have gone over a good many works of all kinds in answering these requests and have found a number which seem to answer the purpose better than some others.

Miss Severance, our chief cataloger, has spent a good deal of time compiling a list of such books, with proper annotations, and it seems to me that, because we have found this list so useful, other libraries, especially small public libraries, would also be interested in such a selected bibliography. For that reason I have suggested to Miss Severance that she send the list for publication to **LIBRARIES**.²

We have eliminated such works as are not fairly specific in character, as most of our correspondents wish to

write histories of patents and invention, and desire, if possible, definite statements about the various inventors and patents. On the other hand, we have eliminated such books as are so specialized as to be of interest only to a patent attorney or research man. Older books as well as the recent ones have been included for the use of such persons as intend to make a fairly serious study of the progress of invention.

MILES O. PRICE
Librarian

Government Lists as Classed Catalogs**Editor, LIBRARIES:**

May I mention a helpful tool that may have escaped general attention?

A recent issue of the H. W. Wilson *Bulletin*, containing an article on helps for using Government documents, fails to emphasize one guide to current documents that we have found most convenient. I refer to the price lists, issued from time to time by the office of superintendent of documents.

¹ Copies of this list may be obtained from Hazel G. Gibson, Court House, Sacramento, California.

² See p 247.

These lists, which indicate primarily Government publications available for purchase, are also handy class lists of material, grouped by subject, and easily located in library sets by the department issuing them. We keep the latest editions tied up between cardboard covers right at our elbow at the information desk, the leaflets being arranged alphabetically by the titles. Examples are Birds and wild animals, Census, Education, Ethnology, Forestry, Geography and explorations, Health, Indians, Labor, Maps, and many others.

Much older material, which happens to be in stock, is also listed in these publications, the items being grouped under catch-words.

I am led to mention these elementary items because, to my surprise, I have not found these Government price lists much used as a *subject catalog* to the documents. They are, of course, not complete. The regular Government catalogs will always be necessary for research. But for quick reference to material, especially for school children, the price lists are recommended. They certainly should not be carefully hidden away for future reference, but kept at the elbow, in only the latest issues.

WM. STETSON MERRILL

Head, Public Service dept.

The Newberry library
Chicago

Oberly Memorial Fund

The Eunice Rockwood Oberly Memorial prize is awarded once in two years to the compiler submitting the best bibliography in the field of agriculture or related sciences. The amount of the prize is the interest at 4½ per cent on the Eunice Rockwood Oberly Memorial fund amounting to \$1,050, which is administered by the A. L. A.

Two prizes have been awarded, and bibliographies submitted in competition for the third prize should be sent to the chairman of the committee, Claribel R. Barnett, librarian, U. S.

department of agriculture, by December, 1928. The award will be made soon after that date. It is hoped there will be a number of competitors from library schools, libraries, and colleges of this country. Further details in regard to the conditions of the prizes are available in printed form and may be obtained from the chairman of the committee.

Voters' Radio Service

The Radio voters' service offered by the National league of women voters for April included the following:

The subject was The farm problem, McNary-Haugen bill and the speakers, Charles W. Holman, Henry Wallace, B. N. Hibbard.

Books recommended:

J. E. Rankin, comp. *The McNary-Haugen farm surplus bill* Debate handbook. University of North Carolina Extension Bulletin. Univ. of N. C. Press, November, 1927. Excellent. Gives references for and against the bill.

J. E. Johnson, comp. *Agriculture and the tariff* (Reference Shelf) Wilson, 1927. Bibliographies, affirmative and negative references, and general discussion of the relation and bearings of the tariff upon agriculture and agricultural relief.

L. H. Bailey. *The harvest of the year to the tiller of the soil*. Macmillan, 1927. Seasoned and philosophical observations on the present farm situation in America. In addition to presenting timely and cogent judgment, the book has a definite literary charm.

Periodicals:

Farm prices and the value of gold by J. R. Commons in *North American Review* 225: 27-41, 196-211 January, February, 1928.

Agriculture, a national problem by W. W. Head in *Review of Reviews* 77:279-284, March, 1928.

Keys to farm relief by S. G. Rubinow in *Independent* 120:63-64, January 21, 1928.

The Library

An echo from the Long Ago.

Lo, all in silence, all in silence stand:
The mighty Folios first, a lordly band;
Then Quartos their well-ordered ranks maintain

And light Octavos fill a spacious plain.
See yonder, ranged in more frequent rows,
A humbler band of Duo decimos.

—Crabbe (1754-1832)

Times have changed and customs also.

Reader, Writer, Translator

The many friends of Miss Amena Pendleton—her fellow students of Pomona College, California, and of the Training school for children's librarians, Carnegie library, Pittsburgh; her associates when she was head of the children's department of the Rosenberg library, Galveston; the students who have attended her lecture courses; the hosts of children who have listened to her stories—in fact all of her friends will rejoice because she is devoting her talents to writing for children.

Miss Pendleton is unusually well equipped for this field. There is *esprit* with humor in her style. She is an exact editor, as is shown by her work on *The Jolly book*. Her feeling for fine literature has been strengthened by critical study. Her sympathetic understanding of children has been augmented by experience in children's libraries.

Since leaving library work she has written, edited, and published. She has specialized for years in French, studying as well at the Universities of Pennsylvania and Cornell, and in France. Only this last summer she spent considerable time in France collecting material for translation. And she visited the charming, picturesque Valley of Argelès, Hautes Pyrénées, the scene of that fascinating child-romance by Madame Foa, which Miss Pendleton has just translated for English and American children.

Madame Foa's spicy style, her piquant humor, the quick moving action of her plot, her high principles and happy outlook, the mystery that thrills the young reader to the very last page, all may be found in her *Mystery of Castle Pierrefitte*, which Miss Pendleton's translation adds to our shelves.

Assuredly Miss Pendleton is rendering a distinct and direct service to education and to friendly international relations when she contributes translations from the French like the *Mystery of Castle Pierrefitte* to the grow-

ing collection of world best "juveniles" in English.

FRANCES JENKINS OLCOTT

An Authorwocky¹

David Ferris Kirby

'Twas Keable, and the Bernard Shaw
Did Basil King the way;
All Ouida was D'Annunzio,
And Voltaire Holman Day.

Beware the H. G. Wells, my son,
The Poole that Spaeth, the Bangs that
Crane;
Beware the Hewlett and the Hext,
And then the Dickens swain.

He took his Richardson in hand,
Long time his Zona Gale he sought,
So Haggard he by the Lovelace Tree,
And Scott Fitzgeralds thot.

And as in Wilbur Cross he stood,
The Julian Street with eyes of flame,
Don Marquis came thru Clement Wood,
All Kipling as he came.

Mark Twain! Mark Twain! and thru and
thru
His Barbour blade went snicker snack;
He let it stand, and with his Sand,
He J. M. Barried back.

And hast thou found Sir Thomas More?
Come to my arms, my Andrew Lang,
Oh, Chesterton, Gerard Cabell!
He Shakespered with a pang.

'Twas Keable, and the Bernard Shaw
Did Basil King the way;
All Ouida was D'Annunzio,
And Voltaire Holman Day!

¹Yes, that's all there is to it. Isn't that
enough? —D. F. K.

Dr E. C. Richardson, director emeritus of the Princeton University library, and consultant in bibliography and research of the Library of Congress, is visiting the various parts of the country in the interest of manuscripts. He is listing rare books and manuscripts for a great union catalog to be compiled by the Library of Congress. He is finding in many places unexpected treasures in this line. He finds that the South is particularly rich in historical letters and manuscripts.

The union catalog will contain information about special collections and unusual books for the benefit of scholars interested in them.

Monthly—Except August
and September

Libraries

216 W. Monroe Street
Chicago, Illinois

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Pleasant Things in West Baden Territory

WHAT should one know about Indiana to make it an interesting place for the A. L. A. to visit?

Well, it was part of the Western Reserve of the Northwest Territory, and the second of the states to be carved from it. Illinois and Michigan were at first in its borders. Its settlers for a long period were colonial stock, coming in from New England to the northern part and from Virginia, the Carolinas, Tennessee and Kentucky to the south. So it must have been attractive territory to bring settlers from such regions.

Its soil at Vincennes and Lafayette, furnished battleground in the Revolution and in the War of 1812. It has always been a peaceful state since, except at times when internal matters have roused some excitement confined within its own borders. There were some White Caps bands but they were rural forces and never attacked a town of 10,000 (Gentlemen from Indiana)!

West Baden is not far from New Harmony where was established the first art gallery west of Pittsburgh, where the Rappites came from Germany and the Owens (Communists)

from England, and where Robert Dale Owen and Say, the great naturalist, wrought, where Pestalozzi's brother and his followers started schools, where—oh, many interesting things happened and spread!

Wyandotte cave, not far away from West Baden, which rivals Mammoth cave in many ways, and Lost river are in Martin county, next door to West Baden. Bedford stone quarries are not far away. The grave of Nancy Hanks, dug by her great son, is within easy reach from West Baden. The scenery of the Ohio river near Madison was pronounced by Bayard Taylor the most beautiful he had ever seen. And so one might go on a long time without exhausting the things of interest and beauty, and not mention at all the homes of those who have contributed to the country's historical, political and educational greatness; nor speak of the not far off homes of the Hoosier writers—Wm. Vaughn Moody, James Whitcomb Riley, the brothers Eggleston, Maurice Thompson, Lew Wallace, Jacob Piatt Dunn, Madison Cawein, and later Tarkington, Nicholson, Ade, the McCutcheons,

Herold and others of our own time. All this is interesting and it belongs in southern Indiana, in greater measure of interest than it is possible to recite here.

As for libraries, they are every where and in every kind of service, most of them excellent, some of them good, a few behind the big procession, but all with vision of greater things to

be. If a visiting librarian goes among them, he or she will emerge with greater ideas of life in the Middle West.

Yes, A. L. A. at West Baden will be worth while in what it will encounter, if it but knows what to see, when, and where. Paris itself would be nothing as a meeting place without that equipment.

Proposed Unfair Discrimination in Book Post

MANY of the librarians over the country, particularly those on the Pacific Coast, are much concerned over the Griest postal bill which has passed the House of Representatives and is now gone to the Senate. The bill has to do with the transit of books thru the mail and is of extreme interest to libraries in those states that send library books or traveling libraries to distant sections.

The present charge for such books sent by mail is five cents for the first pound and one cent for each additional pound. The proposed rate is three cents for the first pound and two cents for each additional pound. Most of the shipments from library commission offices are large shipments under the fourth class ratings.

The proposed rate is called prohibitory for bulk service. A 70 pound sack of traveling library books is now sent to the first and second zones for five cents for the first pound and one cent for each additional pound. Under the proposed bill, this is considerably increased. The lower rate on the first pound is of no advantage to libraries since the average book weighs a pound and one-half. A service charge of two cents has recently been added to each

parcel and gradually the books circulated from libraries have been made more expensive to patrons. State and county libraries, it is pointed out, are everywhere developing so that the bulk of library business for country people is greatly increasing. The county unit for county support and administration is taking the place of local units, and this new rate would seriously affect it.

The new rate is called unfair discrimination against libraries in favor of a multitude of magazines which consist mostly of advertising and are carried over the United States at cheap rates, while the people, tho asking for the privilege for many years, are denied the free mail service to and from the library which they help to support. There is another discrimination in the arrangement, also, against the people who live in the distant parts of a state. There is no reason why they should not get the books from the state center at the same rate available for people nearer at hand. The books in the free public library service which is an educational organization, should bear the same rate within the state, otherwise there is a penalty for living at a distance.

The *Publishers' Weekly*, the organ of the book trade, is looking after the matter for its interests, but at present only individuals seem to be stirring in the interests of the libraries. There

seems to be no committee of the A. L. A. to care for it, but as there are nearly 100 committees, one of them might be named to look after the matter.

The Passing of Edward D. Tweedell

Death loves a shining mark is a saying that has been exemplified over and over, many times in the library circles as one and another are called from the work in which they have literally shown forth helpfulness, strength, and gracious good will. The recent passing of Edward D. Tweedell leaves among his many friends a feeling of lonesome regret that is both deep and sincere. To know him was to love him, and his cheerful open countenance, bearing a contagious smile brightened the circle wherever he was.

With a New England background and half a lifetime outside of that locality—he was so many-sided that one knew him as a spirit friendly to all. His readiness to be helpful was an outstanding characteristic and his charitableness toward all made him beloved by all with whom he dealt. He made a valuable and distinct contribution to his time and circle and one is grateful to have had the privilege of his friendship and the joy of his association.

New Library Suggestion

The committee on library extension of the General federation of women's clubs, of which Mrs A. H. Suggett is chairman, has sent out a plan of discussion at the coming meeting of the Federation, which is very interesting and has some new features.

The county library plan is commended, as is the state library, as a real state institution for library service. A new idea is the proposal to have four regional storehouse research libraries to take in, care for and make available the publicly owned, little used or out of date library material in state and county libraries, the regional

libraries to be located in the North Atlantic, South Atlantic, Middle, and Western states.

Another new point sets forth the idea of the Public library of the District of Columbia to be developed into a model public library, according to the county free library plan of complete service to community and school; to function also as the laboratory for library service experiments and as a national library organizing headquarters for the 48 states; as part of its organizing function to assist the states in their courses in library science and in working out standards and certification for the various positions in the various parts of library service. The writer speaks of the Public library of Washington as a national library in that it is administered by a committee of Congress and is supported by appropriations made by Congress. "It could just as well develop into a model for the administration and scope of contemporary service for the whole country."

The leaflet of four closely printed quarto pages is full of explanations of the various ideas set forth with proposed plans for carrying them out.

Bodleian Library Rooms Are Crowded

The Bodleian library at Oxford serves England as the Library of Congress does the United States in so far as it receives accessions under the copyright act. This seems, at first thought, a very admirable arrangement, and so it is to a large degree, but as is being said in Britain, such an arrangement carries with it also something of a nuisance in that it subjects the library, after a while, to the danger of being swamped with copyright books which have little or no value.

Many writers bring out the fact that the designation of the Bodleian and the other libraries in the kingdom as

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national libraries of deposit does not mean that they should become "book dumps," that none of these is obliged to receive any book, that no penalty is imposed upon them for not accepting a book, and that it is only for the publisher who refuses to send the book that a penalty is provided.

Charles E. Rush to New York

The resignation of Charles E. Rush, librarian of the Public library, Indianapolis, has been submitted to his board, effective August 1. He resigns to become librarian of Teachers College, Columbia University, with the position of professor of education.

Mr Rush has held his present position since 1917 and has developed one of the most effective library organizations in the country. His new position may be considered a great opportunity, a chance to build up a great working collection and to demonstrate best library practices to leaders in education. It is a great opportunity for Mr Rush for which he is competent, and a still greater opportunity for Teachers College to demonstrate to the teaching profession the advantages that lie at its door ready to co-operate in the dual service for continuous education.

With regretful hearts but with fine professional spirit, the Middle-West friends of Charles E. Rush, of which he has a great number, will rejoice in the opportunity which has come to him in this larger field.

Death's Toll

Mary Margaret Spangler, for 15 years librarian of the Joliet Township high school, died at Joliet, March 27, of pneumonia after two days' illness.

Miss Spangler was graduated from the University of Illinois, and after acquiring her master's degree there, she became the librarian of the high school at Joliet. She was a member of the Illinois library association, the Illinois Teachers association, National Education Association, and the A. L. A. The superintendent of the high school at Joliet said:

The young people of Joliet have sustained a great loss in the death of Miss Spangler, and especially the high school, both students and teachers. Her most important interest in life was the high school and she was very loyal to every phase of its work. Miss Spangler was a woman of brilliant talent and had a very fine sense of humor. She had the faculty of making close friends among the student body and as a result was a strong influence for good in that institution.

She was president of the High School Library section of the High School conference and has been the moving spirit of much of the good work that the Illinois high school libraries have accomplished.

E. D. Tweedell was born in Philadelphia, Pa., on September 16, 1879.

Following his graduation from Brown University with the degree of Ph. B. in 1901, he attended the New York State library school at Albany for two years. He was auditor of the Public library, Providence, R. I., 1903-07. He joined the staff of The John Crerar library, Chicago, as assistant-reference librarian in February, 1907, was promoted to reference librarian in August, 1909, and appointed to the position of assistant-librarian on April 1, 1917, which position he held until his retirement in January, 1928.

He was treasurer of the A. L. A., April, 1920, to June, 1927; he also served as president of the Chicago library club, 1911-1912, and was continuously a valuable member of library association boards and committees.

He was married to Miss Lida Bothwell of Albany, N. Y., in June, 1910.

He left Chicago early in October of last year for Florida, in the hope of regaining his health, where he passed away, March 30, 1928.

The large crowd of personal and professional friends present at his funeral at his home in Hinsdale, April 2, attested the high esteem in which he was held. He was laid to rest in Brownwood cemetery, Hinsdale, Illinois.

• • •
Edward David Tweedell
1879—1928

He came among us more than 20 years ago, young and buoyant, with

his kind, sincere glance, his mind full of constructive love and benevolence. He had developed the library spirit in an unusual degree; also human talents; particularly, an infective kindness and a peculiar sense by which he discerned and appreciated the mental and bodily status of other persons. This fitted him for a service in which, whatever you may say, humanity goes before scholarship, wisdom before knowledge.

We remember him as he was then, with a song on his lip, a song and a smile, and bright thoughts wholesome as the morning air, wholesome as was his whole being and his influence everywhere. The key to his character and life was grace. He was gracious in every situation, and as I shared his blessed presence for over a score of years I often fancied him a happy child of felicitous parents, delicate, but born to spread enlightenment.

If this vision is true, and I think it is, Tweedell also fulfilled it in his service to the library cause. His reference service marked years during which the Crerar Library gathered prestige for itself. He was practical and very direct in this work. It seems evanescent, and yet its effects form an element of progress in the collective enlightenment of this city, without which there would have been a loss of energy, intangible perhaps, but real.

Not a bibliographer; not even knowing many books intimately; not a scientist and not even an historian, he still was eminent in our public service because of the control which he had of the reference apparatus. One thing is to know a sea chart; another, to sail a ship. "Tw", as we familiarly called him, sailed with the full confidence of our patrons.

Too late did Tweedell enter into administrative library work; and when he did so, the opportunity for a reasonable autonomy of action and the exercise of personal initiative, was lost. This caused our friend much conscious and unconscious worry; and worry, among all causes of illness, is the most sinister. It gave rise to ailments

which, in a less sensitive man, probably would have been shaken off. A ruthless determination and a less considerate regard for others might have been outwardly wholesome. As it was, a progressive weakness rose out of nervous disturbances, which marked his remaining years.

This struggle now is over. But with us remains the memory of the morning face which he turned toward us thruout it all. It is a source of strength to all who witnessed it. Never did it disturb his grace or his ultimate hope and his confidence in mankind.

So I wish we all might learn from the life of Edward D. Tweedell to exercise the gift of grace in our relations with others and to appreciate some of the method which he adopted for himself. He reflected an almost sacred careful tenderness in all his sympathies, in all his work. He inspired us all with his hope and faith in light and truth, for he lived by this faith and knew its power.

We have seen graves covered with wild, stiff grasses and wind-blown weeds. We have seen others covered with ancient, honorable ivy clinging to marble epitaphs bearing words of praise and remembrance.

My last summer's memories include Tweedell holding in his hands a sprig of the touch-me-not (*Impatiens noli tangere*), watching the golden flowers, the exploding seed-pods and the scattering of the seed. We found the plant together in northern Wisconsin, and he liked it. This plant may grow, if not on his grave, at least by the road near by. For the fruit of his life cannot be touched without scattering its fertile seeds of grace, wisdom and patient, kind helpfulness around us. Nobody can touch the life of Edward D. Tweedell without raising for himself golden flowers and fruits in God's sunshine—a garden of memories.

Was this a librarian's career?

J. CHRISTIAN BAY
Librarian

The John Crerar library
Chicago

A Select Bibliography of Inventions and Inventors

Belknap Severance, cataloger, Science dept., U. S. patent office, Washington, D. C.

We are often asked for books and articles giving dates of inventions and names of inventors. So many books merely describe the inventions and do not give facts. This list is intended to answer such questions. The books are graded, suitable for use in the schools. The grading is according to Wilson's Children's catalog and the Standard catalog of books for high school libraries.

American invention and discovery of the nineteenth century

In Ellis, Edward Sylvester. Popular history of the world. [Chicago?, 1900] 24½cm. Chapter 39, p. 526-567.

Contains interesting biographical material. Names of inventors and dates of inventions are given in a clear, concise manner.

Bachman, Frank Puterbaugh

Great inventors and their inventions. New York, American book company (c1918) 272 p. 19cm.

Twelve stories of great inventions with a chapter on famous inventors of today. The story of each invention is interwoven with the story of the life of its inventor. Patent dates are given. Suitable for children of the 5th-7th grades, also for simple reference work in senior high school.

Bakewell, Frederick C.

Great facts, a popular history and description of the most remarkable inventions during the present century. London, Houlston and Wright, 1859. 304p. 19cm.

A detailed description of important inventions with dates of patents.

Bond, Alexander Russell

Inventions of the great war. New York, Century, 1919. 344p. 19cm.

An interesting story of war inventions. Not many dates of inventions are given. Suitable for children of the 7th and 8th grades, but will interest adults also.

The Book of popular science . . . New York, The Grolier society (c1924) 15v. 25cm.

A classified work, containing biographies of leading inventors, descriptions of inventions and their improvements, and dates of patents. Volume 15 contains index.

Boyd, James Penny, Ed.

Triumphs and wonders of the 19th century. Philadelphia, Holman (1899) 720p. 24cm.

Of particular interest is the chapter "The century's textile progress" by Robert P. Hains, principal examiner of textiles of the U. S. Patent office. Detailed information as to inventors, dates of inventions of textile machinery and dates of improvements, is given.

Bridges, T. C.

The young folk's book of invention. Boston, Little, Brown, 1926. 287p. 22½cm.

An excellent work, containing in clear language the necessary description, names of inventors and

dates of inventions. Suitable for the 7th and 8th grades.

Brightwell, Cecilia Lucy

Heroes of the laboratory and the workshop. London, New York, Routledge, 1860. 222p. 17½cm.

Interesting biography of famous inventors who lived before 1860.

British, French and Americans as leaders in engineering and inventing. In *engineering and contracting*. Chicago, 1918. 31cm. v.50, no. 5, p. 97-99.

A good concise summary of important inventions, with names of inventors and dates of inventions in most cases.

Burnley, James

Romance of invention. London, Paris, Cassell, 1892. 376p. 19cm.

Very general description of inventions from prehistoric ages to the present.

Burns, Elmer Ellsworth

The story of great inventions. New York, Harper, 1910. 249p. 20½cm.

A popular description of inventions, well indexed. An appendix contains an alphabetical classified list of inventions, each class arranged chronologically. Suitable for the 6th-8th grades, also useful to classes in physics.

Butterworth, Benjamin

The growth of industrial art. Washington, Govt. print. off., 1892. 200p. 51cm.

"200 pages of illustrations, with descriptive letterpress, representing primitive methods and modern patents." Names of inventors and dates of patents are given.

Byrn, Edward Wright

The progress of invention in the nineteenth century. New York, Munn, 1900. 476p. 25cm.

An excellent classified treatise, with a chronological list of inventions. "In substantiation of the main facts reliance has been placed chiefly upon patents, which for historic development are believed to be the best of all authorities." Patent numbers and dates are given.

Cochrane, Charles Henry

Wonders of modern mechanism. 3d ed. Philadelphia, Lippincott, 1900. 434p. 19½cm.

A popular description of inventions, well indexed. Dates are given in most cases.

Cochrane, Robert

The romance of industry and invention. London and Edinburgh, Chambers (1896) 295p. 18½cm.

Gives rise and development of industries and biography of many inventors. Contains much descriptive material.

Collins, Archie Frederick

A bird's eye view of invention. New York, Crowell (c1926) 313p. 20½cm.

A thoro work, giving dates of inventions; indexed both by subject and by name of inventor. Suitable for junior and senior high-school pupils.

Corbin, Thomas W.

The romance of war inventions. London, Seeley, Service, 1918. 315p. 20cm.

A general description of war inventions, rather elementary.

Cressy, Edward

Discoveries and inventions of the twentieth century. 2d ed., rev. & enl. London, Routledge; New York, Dutton, 1923. 458p. 21½cm.

A sequel to Routledge's Discoveries and inventions of the nineteenth century. A detailed description

of inventions, with names of inventors and dates of inventions in very many cases. Suitable for senior high-school pupils.

Darrow, Floyd Lavern

The boys' own book of great inventions. New York, Macmillan, 1918. 385p. 19½cm.

Interesting description of great inventions, with names of inventors given but few dates. For children of scientific tastes who like to make things. Suggestions for experiments are given. Suitable for the 7th and 8th grades.

Darrow, Floyd Lavern

Masters of science and invention. New York, Harcourt (c1923) 350p. 19½cm.

"A simple account in biographical form of the development of scientific achievement from early times to the present day." Interesting stories of inventors; few dates of inventions are given. Suitable for the 8th grade pupil.

Doolittle, William Henry

Inventions in the century. London, Chambers; Philadelphia, Bradley-Garretson, 1903. 495p. 21½cm.

Contains early origins of various inventions. Gives inventors' names and dates of patents; has a good index.

Doubleday, Russell

Stories of inventors. New York, Doubleday, Page, 1904. 221p. 21cm.

An interesting description of certain inventions with the experiments leading to them. Popular in scope, with few names and dates.

Feldhaus, Franz Maria

Ruhmesblätter der technik. Leipzig, Brandstetter, 1910. 631p. 24cm.

Interesting story of inventions, well illustrated and indexed. Gives names of inventors and dates of inventions.

Figuiet, Louis

Les grandes inventions modernes dans les sciences, l'industrie et les arts. 8.éd. Paris, Hachette, 1883. 360p. 18cm.

A good work on the most important inventions before 1883. Names of inventors and dates of inventions are given, also history of each invention and improvements upon it.

Figuiet, Louis

Les merveilles de la science. Paris, Furne, Jouvett (1867)-70. 4v. 29cm.

A popular description of inventions from the time of Hero. Names and date are usually given.

Fiske, Bradley Allen

Invention, the master-key to progress. New York, Doubleday, Page, 1926. 265p. 21cm.

A general resume of inventions, well indexed. Interesting also because Rear Admiral is himself an inventor.

Goddard, Dwight

Eminent engineers. New York, Derry-Collard, 1906. 280p. 20½cm.

Thirty-two biographies of inventors who have furthered mechanical progress. Dates of inventions, and in some cases, dates of patents are given. The book is divided into two parts, American and European, and was written from 1903-6 and issued in monthly numbers by Wyman & Gordon, manufacturers of drop forgings.

Hall, Cyril

Triumphs of invention. London, Blackie, 1920. 276p. 19½cm.

Stories of inventors and inventions, popular in scope, no index. Suitable for 7th and 8th grades.

Holland, Rupert Sargent

Historic inventions. Philadelphia, Jacobs (1911) 295p. 22cm.

Sixteen stories of historic inventions. Patent dates are given in some cases. Suitable for the 5th-8th grades.

Howell, John White

History of the incandescent lamp. Schenectady, Maqua company, 1927. 208p. 19½cm.

Good for electricity in general and electric lighting in particular. Information given in a clear, concise manner. Dates of patents are given.

Hubert, Philip Gengembre, jr.

Inventors. New York, Scribner's, 1896. 299p. 21cm.

Biography of the leading American inventors, with dates of inventions.

Iles, George

Inventors at work. New York, Doubleday, Page, 1906. 503p. 23cm.

Detailed description of inventions, but not many names of inventors nor dates of inventions are given.

Iles, George

Leading American inventors. New York, Holt, 1912. 447p. 20½cm.

An excellent book on American inventions, giving patent dates, well indexed.

Invention and discovery. New York, Doubleday, Page, 1902. 183p. 15½cm. (Little masterpieces of science, ed. by George Iles.)

Interesting stories of the circumstances leading to certain inventions, quoted in many instances from lectures or memoirs of the inventors.

Johnson, Valentine Edward

Modern inventions. New York, Stokes (1915) 316p. 21cm.

A popular work on modern inventions, with names of inventors and dates of inventions in many cases.

Kaempfert, Waldemar Bernhard

A popular history of American invention. New York, Scribner's, 1924. 2v. 25cm.

Popular, as its title implies. Contains interesting stories of inventors, and is well indexed. Different chapters have been written by experts in the various fields of engineering. Suitable for senior high schools.

Knight, Edward Henry

Knight's American mechanical dictionary . . . New York, Ford, 1874-76. 3v. 27½cm.

Contains descriptions of inventions and dates of patents, well illustrated.

Lansing, Marion Florence

Great moments in science. Garden City, N. Y., Doubleday, Page, 1926. 265p. 21cm.

Contains interesting descriptions of dramatic moments when inventions were found to be successful. In story form, with imaginary descriptions of the invention of fire and other fundamental things. Suitable for junior and senior high schools.

Lincoln, Abraham

Discoveries and inventions; a lecture by Abraham Lincoln delivered in 1860. San Francisco, Howell, 1915. 12p. 21½cm.

Of historical interest only, no names of inventors or dates are given.

McFee, Inez Nellie

Stories of American inventions. New York, Crowell (c1921) 273p. 20½cm.

Popular in scope, gives interesting stories of inventors, but few dates of inventions. Suitable for the 6th-8th grades.

The mastery of the skies.

In *Scientific American*. New York, 1920. 35cm. v.123, no. 14, p. 338-339, 362-364.

Gives inventions in the field of aviation from 1783-1920.

Morse, Arthur Hyatt

History of radio inventions.

In *Radio news*. New York, 1925. 30cm. v.6, no. 11, p. 2048-2049, 2188; v.6, no. 12, p. 2236-2237, 2278, 2280, 2282, 2284; v. 7, no. 1, p. 52-53, 100; v.7, no. 2, p. 184-185, 210, 212; v.7, no. 3, p. 296-297, 358, 360, 362, 364.

An excellent work on radio, giving patent numbers. Chronological, with many references.

Neuburger, Albert

Erfinder und erfindungen. Berlin-Wien, Ullstein, 1913. 275p. 24cm.

Good description and history of inventions. Biographical in scope, gives dates of inventions.

Pacoret, Étienne

Le machinisme universel. Paris, L'Île de France (c1925) 570p. 24 X 13cm.

Good descriptions of inventions with names of inventors and dates of inventions. Part 5 consists of a chronological list of inventions from 4000 B.C.-1918. Names of inventors are given in the list in most cases.

Parkman, Mary Rosetta

Conquests of invention. New York, Century, 1921. 431p. 19½cm.

Interesting stories of famous inventors, but rather elementary. Dates of inventions are usually given. Suitable for the 6th-8th grades.

Piercy, Willis Duff

Great inventions and discoveries. New York, Merril (c1911) 206p. 19cm.

An interesting book, gives names of inventors and dates of inventions. Much of the information is in concise form. Suitable for the 6th-8th grades.

The rise of the automobile, how one of the props of modern existence came into being and acquired its present position.

In *Scientific American*, New York, 1920. 35cm. v.123, no. 14, p. 334-335, 358, 360.

A general summary of the inventions which make the automobile of today possible.

Robinson, H. L.

Chronological table (of patents, inventions and important events) . . . for use at Samuel Crompton centenary conference at Bolton, June 1927.

In *Textile institute, Journal*. Manchester (Eng.) 1927. 25cm. v.18, special issue, June 1927, p. 151-156.

"This table has been compiled in order that the events chronicled in connection with the evolution of the cotton industry may be placed in their proper perspective in relation to other aspects of history." Good particularly for patents in the textile industry.

Rolt-Wheeler, Francis William

The boy with the U. S. inventors. Boston, Lothrop (c1920) 361p. 20½cm.

Elementary and in story form, but names of inventors and dates of inventions are given in a clear, concise way. Suitable for pupils of the 7th and 8th grades.

Routledge, Robert

Discoveries and inventions of the nineteenth century. 11th ed., rev. London, New York, Routledge, 1896. 719p. 21cm.

General description of inventions, with names of inventors. Patent dates are given in some cases.

Seventy-five years of applied electricity, from the telegraph of 1845 to the radio station of today with a range of twelve thousand miles or more.

In *Scientific American*. New York, 1920. 35cm. v.123, no. 14, p. 331-333, 358.

A chronological summary of electrical inventions, well illustrated.

Seventy-five years of invention, a record of progress decade by decade.

In *Scientific American*. New York, 1920. 35cm. v.123, no. 14, p. 322-325.

An excellent chronological summary, giving dates of inventions and names of inventors.

Sutherland, George

Twentieth century inventions. London, New York, Longmans, Green, 1901. 286p. 20cm.

A general description of inventions, not indexed.

Talbot, Frederick Arthur Ambrose

All about inventions and discoveries. New York, Funk and Wagnalls (1916) 376p. 21cm.

An excellent work on recent inventions, giving dates of inventions and in very many cases, patent dates. Classified, no index. Suitable for the 7th-8th grades.

Temple, Ralph

Invention and discovery, by Ralph and Chandos Temple. London, Hodder and Stoughton, 1892. 442p. 19cm.

Contains stories of great inventions and inventors. Has a good index.

Thompson, Holland

Age of invention. New Haven, Yale univ. press, 1921. 254p. 21cm.

"To outline the personalities of some of the outstanding American inventors and indicate the significance of their achievements." Dates of patents are given.

Timbs, John

Stories of inventors and discoveries in science and the useful arts. New York, Harper, 1860. 473p. 18½cm.

Contains 60 narratives of inventors from the time of Archimedes to Samuel Morse. Dates of patents are given in many cases.

Vierendeel, Arthur

Esquisse d'une histoire de la technique. Bruxelles, Paris, Vromant, 1921. 2v. 19cm.

A good description of inventions with their improvements. Names of inventors and dates of inventions are given, and in many cases, dates of patents.

Wait, John Cassan

Calendar of invention and discovery. New York, McGraw, c1903. 814p. 16cm.

Arranged as a birthday book. Biographical sketches of inventors given on their birthdays. Inventions of same sort are mentioned in short notes on the same page. Dates of patents are given in nearly all cases. Indexes of inventors and of subjects.

Wheeler, Cyrenus, jr.

Inventors and inventions of Cayuga County, N. Y. Auburn, N. Y., Published by the author, 1882. 102p. 24cm.

Chiefly concerned with inventions of agricultural machinery. Dates of patents are given.

Wilkie, Franc Bangs

The great inventions: their history from the earliest period to the present. Philadelphia, Ruth, 1883. 687p. 23cm.

Detailed description and history of inventions with their improvements. Many dates of patents are given. In part, biographical; has a good index.

Wilkins, Harold Tom

Marvels of modern mechanics, the mastery of land, sea and air. London, Unwin (1926) 251p. 21cm.
Good for recent inventions.

Williams, Archibald

The romance of modern invention, containing interesting descriptions in non-technical language of wireless telegraphy, liquid air, modern artillery, submarines, dirigible torpedoes, solar motors, airships, etc. Philadelphia, Lippincott; London, Pearson, 1903. 346p. 20cm.

General description, some dates given. Suitable for 9th grade and older pupils.

Williams, Archibald

The romance of modern mechanism. London, Seeley, 1912. 356p. 20cm.

A general description of mechanical inventions, giving names of inventors and dates of inventions in some cases. Suitable for 9th grade and older pupils.

Williams, Henry Smith

A history of science by Henry Smith Williams, assisted by Edward H. Williams. New York and London, Harper, 1904-10. 11v. 23cm.

A classified work giving names of inventors and dates of inventions. Contains detailed descriptions and history of inventions. Volume 11 consists of indexes.

With, Émile

Les inventeurs et leurs inventions. Paris, Gauthier-Villars, 1864. 287p. 18cm.

Short biographical sketches, arranged alphabetically by name of inventor. Few dates of inventions are given.

Woodcroft, Bennet

Brief biographies of inventors of machines for the manufacture of textile fabrics. London, Longmans, Green, 1863. 51p. 19½cm.

Biographies of nine chief inventors of textile machinery with dates of their patents.

Some subject entries**Agricultural machinery.****Wheeler, Cyrenus, jr.**

Inventors and inventions of Cayuga County, N. Y. Auburn, N. Y., Published by the author, 1882. 102p. 24cm.

Aeronautics.

The mastery of the skies.

In *Scientific American*. New York, 1920. 35cm.
v. 123, no. 14, p. 338-339, 362-364.

Automobiles.

The rise of the automobile.

In *Scientific American*. New York, 1920. 35cm.
v. 123, no. 14, p. 334-335, 358, 360.

Electricity**Howell, John White**

History of the incandescent lamp. Schenectady, Maqua company, 1927. 208p. 19½cm.

Seventy-five years of applied electricity.

In *Scientific American*. New York, 1920. 35cm.
v. 123, no. 14, p. 331-333, 358.

Radio**Morse, Arthur Hyatt**

History of radio inventions.

In *Radio news*. New York, 1925. 30cm. v. 6, no. 11, p. 2048-2049, 2188; v. 6, no. 12, p. 2236-2237, 2278, 2280, 2282, 2284; v. 7, no. 1, p. 52-53, 100; v. 7, no. 2, p. 184-185, 210, 212; v. 7, no. 3, p. 296-297, 358, 360, 362, 364.

Textile machinery.**Boyd, James Penny,**

Triumphs and wonders of the 19th century. Philadelphia, Holman [1899], 720p. 24cm.

Robinson, H. L.

Chronological table [of patents, inventions and important events] . . . for use at Samuel Crompton centenary conference at Bolton, June, 1927.

In Textile institute. *Journal*. Manchester [Eng.], 1927. 25cm. v. 18, special issue, June 1927, p. 151-156.

Woodcroft, Bennet

Brief biographies of inventors of machines for the manufacture of textile fabrics. London, Longmans, Green, 1863. 51p. 19½cm.

Decimal Classification: Additions and Corrections

With a new edition of D C we have hitherto published for owners of earlier editions a list of additions and corrections. But edition 12 is so greatly expanded that such a list would fill several hundred pages, for not only is the edition itself enlarged 255 pages, but innumerable slight additions have been inserted which do not increase its paging but which in a separate list would, each requiring an added line, total many added pages. Even if the extensive expansions were condensed the list would still result in a volume so large that even if it could be distributed free the work of inserting the additions in an old edition or using the list of additions as a supplementary volume in connection with old editions would soon cost in time much more than the price of the new edition itself.

As soon, however, as pressure of other work permits, a list of *corrections* will be printed and sent to owners of earlier edition, on application to Forest Press, Lake Placid, N. Y.

DORKAS FELLOWS

Editor

The study of secondary-school texts is becoming increasingly common with adults who want to keep track of new viewpoints developed since their first study. Theodore Roosevelt pointed out in the *Outlook* in 1917, "The very best book for intelligent and well-grown boys is usually an uncommonly good book for grown-up men and women." This reading of textbooks by adults is bound to grow as new information is added to our stock of scientific and historical concepts.—*University of Chicago Press.*

Public Libraries in England and Wales

Of special interest to librarians in the United States is the report recently issued by the Departmental committee of Great Britain setting forth the conditions of public library service in England and Wales. The Committee intrusted with this work has made an exhaustive study of the situation and the mass of statistics collected bear witness to the scientific manner in which the study was undertaken. Such questions as urban library service, county library service, special libraries, and organized national service, adult education, library law, etc., are discussed in full and recommendations concerning these fields of library service are freely given.

Discussing the function of public libraries the Committee says:

Commerce and industry have learned, more slowly in this country than in America, but still have learned, that study and research are essential, not merely for progress but for survival in the struggle for existence. . . . The public library should be the center of the intellectual life of the area which it serves. That intellectual life covers all stages, from the incipient curiosity of those whose intelligence is only beginning to the advanced research of the highly trained specialist. . . . The principle underlying the library service is that it exists for the training of the citizen.

Advocating the universal formation of juvenile departments in public libraries with free access to the shelves, it is stated, "If young people of school age are to use the public library, it is highly desirable that separate accommodations should be provided for them, in order that they may not incommode the adults and deter them from coming to the library." Organized visits to the library are warmly recommended for school children, in order that they may be instructed in the use of a library.

The British committee is of the opinion that for the welfare of the library service it is essential to recognize that librarianship is a learned profession. It thinks that "there is no more vital question in connection with the improvement of the public library

service than that of the means taken to obtain an adequate staff for the several libraries. . . . The existing machinery for giving library training [in England] is fourfold. It consists of 1) training given in a great library, 2) the Library Association system of instruction and examination, 3) the School of Librarianship established at the University of London, University College, 4) summer schools for librarians." The Committee emphasizes the fact that:

The librarian is, by the nature of his duties, brought in continual contact with members of the general public. The efficiency of his control, and the value of his services as guide and adviser, depend very much on his personality and manners. Courtesy, patience, tact, good temper, are qualities for the good librarian in all grades of the service. Willingness to give help, patience in the face of stupidity, control of temper under provocation must be inculcated in every assistant and attendant in a library. . . . The main needs of the future are 1) to educate public opinion to demand that trained librarians should be the rule and not the exception; 2) to enforce on library authorities their responsibility for giving due weight to training in their selection of candidates, and for giving facilities to their staff to continue their training, both technical and educational, while in their service; and 3) so to improve the conditions of library service, especially in respect of work and remuneration, as to attract a good type of candidate, with wide interests and a sound general education.

The question of library expenditures is treated extensively revealing the facts that in libraries in Group A-L (population over 20,000), 22 per cent of the money is spent on books and binding, 5 per cent on newspapers and periodicals, 46 per cent on salaries and 27 per cent on other expenses; in Group M-O (population under 20,000), 16 per cent is spent for books and binding, 11 per cent for newspapers and periodicals, 45 per cent for salaries and 28 per cent for other expenditures; for all groups the figures are 22 per cent for books and binding, 5 per cent for newspapers and periodicals, 46 per cent for salaries, and 27 per cent for other expenditures. In the *Survey of Libraries in the United States*, made by the American Library Association in 1926, for Class A libraries (more than

100,000v.), for the highest 10 libraries in the group, the expenditures for books, periodicals and binding ranged from 28.1 per cent to 33.5 per cent, for salaries from 57.7 per cent to 63.7 per cent, and for general maintenance from 25.7 per cent to 40.4 per cent. The per capita expenditure for libraries in England and Wales, in urban areas, is one shilling; the per capita expenditure in the United States, as given in the American Library Association study of public library conditions and needs, published in 1926 under the title of Library extension, is 32 cents. The same report states that there is six-tenths of a book per capita for all the population in the United States. In England and Wales there are 52.3v. per 100 of population in the urban areas or a little over one-half of a book per capita.

A central source for the distribution of catalog cards, similar to the service rendered by the Library of Congress in this country, is urged, after careful consideration of the arguments advanced against such a system. It is the hope of the Committee that the trustee of the British Museum may feel able to undertake this service.

The questionnaire, concerning the systems of classification in use, reveals the facts that 53 per cent of the libraries making returns are using the Dewey system, 16 per cent the Brown system, and 31 per cent miscellaneous systems. "The Library of Congress system," says the report, "has no support proportionate to its merits, owing no doubt to its later origin." The Committee thinks, however, that it is highly desirable that either the Dewey or the Library of Congress system should be adopted as the basis in all libraries.

In recommending an organized national service, it is suggested that a national system of cooperation be adopted, including the following elements: 1) coöperation, on financial terms varying according to the circumstances, between neighboring libraries, whether they be borough, urban district, or county libraries; 2) the grouping of public libraries around regional centres, which will generally

be the great urban libraries; 3) a federation of special libraries pooling their resources in the service of research; and 4) acting as centre of the whole system, a Central Library.

If the recommendations, made by the Departmental committee, are acted upon, the efficiency of library service, thru the increase of library facilities in England and Wales, should be greatly increased.

EDITH A. WRIGHT

Washington, D. C.

American Library Association

Notes and news

The Central Passenger Association has authorized an additional convention basis of one and three-fifths fare for the round trip *with a limit of 30 days from date of sale.*

Travel parties

The New England party will start from South Station in Boston via Fall River line, Saturday, May 26, at 5 p. m., joining the eastern party in the Pennsylvania station, New York City, 1:45 p. m., Sunday.

From points west of the Mississippi, the best route lies either thru St. Louis or Chicago, depending on the north or south location of the starting point.

As usual, Mr Faxon will take charge of the New England party; F. H. Price, The Free library of Philadelphia, of the eastern party, John F. Phelan, Chicago public library, of the party going from Chicago, and C. H. Compton, of the party going from St. Louis. Communications with these directors will bring full and prompt response.

A post-conference trip to Mammoth cave, Kentucky, will be conducted by F. W. Faxon, 83 Francis Street, Boston, with whom all registrations should be made. A stop will be made in Louisville where the A. L. A. party will be cordially welcomed by the Public library. The post-conference trip going, will be made by bus. Total cost including all expenses, \$32.50. Personal checks will be accepted.

[At the time of going to press no other information has been received.]

Library Meetings

Atlantic City—The annual meeting which takes place every year at Atlantic City must have something about it that is of lasting intrinsic worth. Year after year a large group assembles, changing somewhat in personnel and contributions to the meeting, but without much formality or the special threads of organization that usually hold such meetings together. There is undoubtedly a superior attraction in the opportunity for rest, the freedom from responsibility, the large space in which to move both physically and mentally, that pervades from the coming to the going of the library clans that gather.

The thirty-second annual meeting was of the usual variety. The Hotel Chelsea has become so definitely identified with meetings of librarians that there seems to be a sort of feeling of home-coming and ownership; something almost like resentment appears when guests who are nowise connected with library work appear in the picture. The two mainstays of the meeting are the Pennsylvania library club and the New Jersey library association, but except for matters of business, there are no simultaneous meetings of the two organizations.

On the afternoon of Friday, March 9, under the direction of Miss Agnes Miller, president of the New Jersey library association, a business meeting was held to care for the ordinary business transactions of the association. Officers elected were:

President, George A. Osborn, librarian, Rutgers University library, New Brunswick; vice-president, Adeline T. Davidson, librarian, Public library, East Orange; secretary, John B. Fogg, librarian, Free public library, New Brunswick; treasurer, Hazel Clark, librarian, Burlington County free library, Mount Holly; member of Executive board, Agnes Miller, librarian, Public library, Princeton.

At the end of the business meeting, round-tables were held: For librarians of small libraries, under the direc-

tion of Mrs Nell Myers, Public library, Freehold; for school librarians, under Laura Foss, Senior high school, Atlantic City; for children's librarians, Linn Jones, Public library, Chatham, N. J. Current books were discussed under the direction of Margaret Jackson of Hoyt library, Kingston, Pennsylvania.

On Friday evening, A. Edward Newton, the bibliophile of Philadelphia and president of the Pennsylvania library club, presented Ellis Ames Ballard, who gave a most interesting talk on Kipling and his books.

In his introduction, Mr Ballard said that the book collector is the meanest man in the world. He is selfish and covetous; his greatest pleasure is to get something to keep someone else from getting it. The book dealers, like Gabriel, Rosenbach and others are the most dangerous persons to the collector; they intoxicate him with the idea of collecting.

Mr Ballard said, that, altho Kipling is comparatively a young man, still writing, first editions of his works bring bigger prices than those of any other person. A copy of one of Kipling's first collections of poems, so poor that Kipling would not let them go out over his name, sold recently for \$14,000. The early editions of Kipling came out in very perishable form; they were printed on poor paper, and were unbound. Only two issues of 92 or 93 early American editions of Kipling are now extant; one is in the Library of Congress, and Mr Ballard has the other one. Mr Ballard said that he paid \$3300 for his copy. A first edition of "The Smith Administration" sold, not long ago, for \$4600.

Mr Ballard brought with him several first editions of Kipling, and a few letters, all of which he exhibited. He told his audience of several interesting incidents that occurred in connection with his collecting of Kipling's works. Many valuable editions he obtained from book dealers in India.

"Kipling," said Mr Ballard, "is a man's man; a great writer, and a modest and conservative gentleman."

It would be a queer meeting on the eastern coast as this season of the year when F. W. Faxon of Boston did not make the announcements of his travel arrangements for the American Library Association, and he appeared as usual on this occasion.

On Saturday morning, the New Jersey library association again took charge of the meeting, under the direction of Miss Miller, when William H. Lamont, assistant professor of English, Rutgers, gave an interesting talk on Contemporary fiction.

He gave a brief history of the novel in England and America citing some of the best novels and novelists. He began with Richardson and Defoe in England and traced the developments and factors which are influencing our writers today. In judging books, he says, we should strive to determine the aim of the author and measure the book by the degree to which his aim has been realized.

In determining what we should read he suggested the following critics as the leaders in present day criticism: Carl Van Doren, Joseph Krutch, H. L. Mencken, Ernest Boyd, Henry Canby, Wm. L. Phelps, Paul E. Moore.

He emphasized his particular admiration for Dreiser, Conrad, D. H. Lawrence's *Sons and lovers*, Galsworthy's *Forsyte* saga and a number of others. He is, of course, very liberal in his valuation of the present day fiction writers.

Eduard C. Lindeman, contributing editor, the *New Republic*, spoke on the subject of Adult Education. His first point was that we do not give people enough of the tools of education but spend all our time teaching facts and the content. He maintains that education is a qualitative process and not quantitative as seems to be the general opinion evidenced in much of our education today. Education should really be received by an exchange of thots rather than by numerous lectures. He found fault with our system of specialization and says people are getting to learn more and more about less and less. In such a specialized world civil-

ized culture is next to impossible. Life given to industry gives no chance for life enlargement. He is willing to accept the scientific dictum of division of labor and he knows that it is necessary to divide life into small parts to learn more about it but he earnestly believes that more attention should be given to the study of life as a whole. He illustrated this point by telling of the various experts who made a study of a certain individual in a reform school but each of them from a different angle—a sociological, psychological, physiological—until he had been studied thoroly from the point of view of each of the individual theoretical divisions of knowledge. But the real tragedy was that they never got him together again. Such are the horrors of our specialization.

Another misconception of education is the idea that education has terminals—that all you have to do is finish a prescribed amount of work and you have finished your education. This mad scrambling for degrees with little thot of the content and its application to a broader education is not truly education. There is no end to learning. Education is continuous—and here Adult Education comes to the fore.

On Saturday afternoon, the members of the Bibliographical society of America met under Chairman H. H. B. Meyer of the Library of Congress and listened to some notes on the Balearics, with special reference to the bibliography of the islands, by Thorwald Solberg of the U. S. Copyright Office. This was an illustrated talk.

Saturday evening, Mr F. P. Hill, librarian of the Public library, Brooklyn, N. Y., introduced the speaker of the evening, A. Edward Newton, who considered the Format of the English novel. [A resumé of this address will be given later.]

There were various social entertainments, dancing, board walk visiting, discussion of personal and professional matters by groups and pairs in various parts of the Chelsea and its environ-

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ments. The crowd was not so large as usual, but there was an *esprit de corps* that added much to the pleasure of everybody.*

California—The thirty-third annual meeting of the California library association was held at the Mission Inn, Riverside, April 3-5, with President Mrs Frances B. Linn of Santa Barbara in charge. The historic inn, patterned from the early California missions and containing hundreds of priceless relics; the perfume of miles and miles of full blooming orange groves; and the massed color of thousands of roses—these provided a charming setting for a most excellent program, a program which had an unusual continuity of interest and kept the members in close contact, since there were no section or group meetings save as various members chose to meet at luncheons.

The first session was given over to synopses of committee reports read by the secretary-treasurer, presidential remarks, and an address on the New viewpoints in American history, given by Professor Louis K. Koontz of the University of California at Los Angeles. The committee reports showed healthy activity, and Mrs Linn in her talk complimented the committee members on their cheerful work during the year. Professor Koontz listed current books of library appeal which illustrate the newer attitude towards historical development.

The second session, devoted to library publicity, was a most enjoyable occasion. Frederick Faulkner of Sacramento, speaking from years of newspaper experience, pointed out to the librarians what type of library events is news; he urged the human interest story which is sure of publication, rather than the prosaic and now rather standardized recital of additions, staff changes, equipment purchases, etc. Library publicity by public speaking was the theme for the rest of the afternoon and proved that library people are a versatile group, able to address any

assembly on any given subject. A lay jury, composed of Stanley Abel, Kern County supervisor, Frank Troth, Sr., library trustee of Riverside, John T. Redmand, councilman of Riverside, and Milton J. Ferguson, state librarian, listened to talks by Susan T. Smith, city librarian of Sacramento, Mrs Alice G. Whitbeck, Contra Costa County librarian, and Orra E. Monnette, Los Angeles Public Library commissioner, all in charge of Professor Benjamin D. Scott of Pomona, public speaking expert. The lay jury was privileged to interrupt the speaker at any time, with question or comment, and the results were entertaining as well as helpful.

Miss Smith addressed the jury as a newly-elected city council, and ably presented her annual budget, whose adoption she urged. Mrs Whitbeck asked the establishment of a county free library, speaking to the jury as to a board of county supervisors, and considering the audience as a large group of friends interested in securing the benefits of the county library system. Mr Monnette spoke to all as to an electorate, presenting a library building bond issue. All the talks were to the point and very worth while, and Professor Scott's comments at the close were equally helpful, concluding as they did that in addressing a body of people the library worker should shun statistics, keep to a given time limit, and always assume the audience to be friendly.

The third session was one of varied interests. Dorothy E. Newton of the Adult Education department of the Los Angeles public library talked helpfully on old books with new, showing how the alert assistant can suggest titles other than those requested and out. Martyn Johnson of a Hollywood book shop gave worth while pointers on attracting people to read fundamental works, and stated that it is an art to be able to discover and tell people what they really want but which they are unaware of wanting. Mrs Ethel Richardson Allen of the

*[Condensed from the report of John B. Fogg, secretary]

State department of education, speaking on the American association for adult education, said that her department had always found the libraries an important and willing factor in reaching the adult. The C. L. A. was greatly honored by having President Carl B. Roden of the American Library Association address the meeting; a rising tide of applause greeted Mr Roden, and his earnest address was one of the high lights of the convention. K. Dorothy Ferguson, of the Bank of Italy Head Office library in San Francisco, spoke of special libraries as contacts for public library service; she said that the good work being done by the special libraries of the state is not a selfish project, but that public libraries are welcome to contact in that service in every possible way.

Fiction was the subject for the next session. Professor B. H. Lehman of the University of California spoke on the trend of modern fiction; he listed three so-called trends—the psychological, the environmental, and that which seeks to delineate by the massing of detail. His personal opinion was that the present trend is rather a blending of these three, and that no fiction will endure which does not delve ultimately into the spiritual values of life. The works of Willa Cather received his highest personal approval, with the *Bridge of San Luis Rey* and the works of Proust equally sponsored. Mrs. J. Wells Smith, Los Angeles Public Library commissioner, had a most scholarly paper on values in fiction, citing many differing authorities on what constitutes the worth while novel. Helen E. Haines of Los Angeles and Pasadena, speaking on world vistas in foreign fiction, made a plea for a wider reading of the foreign novel and presented a valuable list for library distribution. (See p. 233.)

The evening session was devoted to certain western authors, namely Chief Standing Bear, Henry Herbert Knibbs, W. C. Tuttle, Colonel Wm. M. Breck-

enridge and William S. (Bill) Hart. These men were there in person and their presentation to the large audience by State-librarian Milton J. Ferguson and Harrison Leussler of the Houghton-Mifflin Company was a delight to all. Cleverly told stories of daring officers of the law, of cow-boy escapades and of other early California events, the reading of cow-boy poetry and the portrayal of Indian lore and history by the picturesque Sioux and sign languages gave the members one of the most unique pleasures within the memory of many.

The next session was devoted to children's reading, from several viewpoints. A mother, Mrs. Ilot Johnson, Los Angeles clubwoman, urged the use of poetry and a close coöperation between parent and teacher as means of helping the growing child, saying the education of the child cannot begin too soon. Eloise Ramsey of the public schools of Detroit told of helpful experiences gleaned from her work with the children: of how the library hour led the children to love the beautiful in literature. She read verse written by children of all ages, from the tiny almost doggeral rhymes of the little ones to very charming poems submitted by the older children. She said the children were never asked to "memorize" anything; they were asked if they would like to "say" poems. Eva Leslie, head of the work with children in the Los Angeles public library, brought the strictly library viewpoint and gave many workable suggestions for raising the standards of the reading child. Mrs. Lucy Fitch Perkins, originator of the famous "twins" group, brought the author's and the illustrator's viewpoint; she said that we must realize that the little child dwells in Arcady and that as he becomes older and is rudely awakened by the stress of life, he seeks to regain Arcady thru books. Gladys English of the Piedmont high school told of the school librarian's experiences; she told of a compact which many of her students had made to read weekly from

the school library as many standard works of fiction as they read from the book shop circulating collection. Ella Young, Irish poetess, spoke on the reading of fairy tales, delighting all with her Gaelic intonations. Miss Young urged leisure for the child, leisure to sit in the sun and "soak up" nature. She said that America will have soon the dominant place in the world, and that the dominant word will be spoken by the children of today.

The last session was given over to business. Resolutions of general interest, presented by Robert Rea of San Francisco, included a Godspeed to California's well-loved state librarian, Milton J. Ferguson, on his official sojourn in South Africa; the urging of the American Library Association to meet in California in 1929; and the endorsement of current legislation for lower postal rates on books. Charles Franklin Woods, librarian of Riverside, was elected delegate to the West Baden conference. The following officers were elected and installed for the ensuing year:

President, Mabel R. Gills, California state library; vice-president, Eleanor Hitt, San Diego County free library; secretary-treasurer, Hazel G. Gibson, Sacramento County free library.

The Municipal Libraries section, the Trustees section, the Special Libraries section, and all library schools held get-together meetings at various times. The Riverside chamber of commerce upheld the traditions of southern hospitality by taking the members for an extended tour of Riverside and vicinity; the country was at its loveliest, and the librarians were glad to have the privilege of viewing it. A post-conference trip to the famous Mount Wilson observatory was enjoyed by many. It was an overnight trip, giving the members an opportunity to view the stars and the surrounding country. Elizabeth Connor was in charge of all arrangements for this happy afterglow of the meeting.

The traditional jinks party was held the first evening with an unusually

able committee. The evening began with a Spanish dinner at which the members were seated by alphabetical groups, a happy arrangement designed to break up old-time groupings and enable members to make new friendships. José's Ariens in Spanish costume entertained with songs and dances, and Leslie Hood as toastmaster charmingly introduced a happy collection of speakers. After dinner the members returned to the Cloister music room where the Library players of the Los Angeles public library presented a one-act comedy, *Tio Juan*. The play itself was beautiful, not too long, and possessing all the necessary elements of simplicity, dramatic effect and subtle artistry.

The California county librarians held their nineteenth annual convention simultaneously, with April 2 as a day for special county problems. In the morning the county librarians were driven to San Bernardino to inspect the beautiful new quarters of the San Bernardino County free library; Caroline S. Waters, county librarian, was a delightful hostess and the members will long remember her and her gracious staff. In the afternoon, Mr Payne, county auditor of Los Angeles, explained the working of the new county budget measure passed by the last legislature, and W. J. Cooper, state superintendent of public instruction, told of the proposed changes in the educational system of the state. A county library dinner and an executive session closed the purely county library activities of the conference.

HAZEL G. GIBSON
Secretary

Florida—Joseph Marron, librarian of the Public library, Jacksonville, was elected president of the Florida library association at its recent meeting. The association will meet in Jacksonville next year.

A prize for the best library poster was awarded to the Public library of Homestead, Lakeland winning honorable mention.

New Zealand—The librarians of New Zealand met in the sixth annual conference of representatives from the public libraries, at Canterbury College, Christ Church, in February. The delegates were welcomed by the mayor of the city and the chairman, and by Dr Acland of Canterbury College. The meeting was interesting.

Mr Herbert Baillie was continued as secretary and treasurer, and Mrs Ellen Melville of Auckland was elected president. The next conference will be held at Auckland.

The American Booksellers association will hold its meeting at Atlantic City at the Ambassador hotel, May 14-17. There will be group conferences on every phase of book selling. Plans for recreational hours are unusually interesting.

Special Libraries

The Special Libraries association of Boston met in the library of Stone & Webster, Inc., Monday evening, March 26, George Winthrop Lee, librarian of the corporation, being host. In distinction from the "inspirational" meetings of the association, which are addressed by invited guests, this was devoted to library practice, the discussion of library methods and problems. Mr Lee offered an interesting exhibit of the blank forms used in his library to facilitate the work of routing and distribution of material, and talked on the subject of discards and accessions in the library. Mr Alcott of the *Boston Globe* spoke of the recent meeting of the executive committee of the national association.

The Association of Assistant Librarians in England

The work of the association has been proceeding apace. Since the inaugural meeting in October last, three meetings have been held. At one of these a paper was read on "The origin and development of the printed alphabet," and in January the two winners of the president's prize read their essays on the Board of Education report on public libraries.

Central cataloging

An important feature of the report, if not its most important feature, is the recommendation in favor of a system of central cataloging, with the issue of printed cards to subscribers, similar to those provided in America by the Library of Congress. The last meeting of the Association of assistant librarians (the fifth of the session and the second held jointly with the London and Home Counties branch of the Library Association), was devoted to a consideration of this proposal and gave rise to a helpful and animated discussion, opened by Messrs J. G. O'Leary (Bethnal Green), A. Cecil Piper (Richmond), and J. E. Walker (Fulham). While all were in favor of the principle involved, there was some disagreement as to the precise form the proposed scheme should take.

The cards would be prepared by the British Museum and the difficulty at once arises: Are all published books to be cataloged or only a selection? If the latter, how is the selection to be made? No solution of this particular problem was forthcoming but in other directions some progress was achieved. Naturally enough, members of the two associations were interested in the details of American experience quoted by some of the speakers and it was interesting to learn that the Library of Congress system provided a reasonably speedy service at a comparatively low charge. The difference between the rules followed in the British Museum catalog and those used in most municipal libraries turned out to be not such an important difference after all in the opinion of some speakers, and tho no vote was taken it seemed that the sense of the meeting was completely in favor of a serious attempt to put the Board of Education's recommendation into practice. Many librarians dwelt with fond anticipation on the amount of bibliographical work cataloging staffs would be left free to perform and tho it was pointed out that the saving of time would not amount to much, there is no doubt that this consideration was primarily responsible for the support accorded the proposal.

Interesting Things in Print

The *Massachusetts Library Club Bulletin* for March has a list of dealers in foreign books, with addresses.

The 1927 edition of *Booklist Books* has been issued by A. L. A. It is a selection from the entire list of books given during the year, some 50 pages with an index. It may be had from A. L. A. Headquarters. (65 cents.)

The fine arts department of the Public library of Detroit has compiled and printed a list of books on costume. The library is prepared to send the publication free of cost to libraries requesting it.

The Oliver Ditson Company, Boston, Massachusetts, has issued "Lists of music for public libraries" prepared for the Massachusetts library club. This is a revised edition of an earlier list.

An address by James I. Wyer, director of the New York state library, *Books versus battles*, delivered before the New York library association last year, has been translated into French and distributed by the American library in Paris.

The Library of Congress has issued under the title of "Foreign government publications," a survey of its more important accessions during the past fiscal year. The list with explanatory notes was prepared by James B. Childs, chief of the division of documents.

In a recent issue of the *Chamber of Commerce Progress*, published at Aurora, Illinois, a list of interesting facts about the public library of that city occupied a goodly space in an editorial presentation of what the library might mean to the business men of the city who used it.

The Public library of Albany, N. Y., has commenced the publication of a monthly bulletin under the title *The Bridge*. This will contain notes about new books and information about mat-

ters pertaining to the library. A unique idea is to use four colors in alteration so that the latest number will be recognizable as copies lie on the desk for distribution.

The *Proceedings* of the annual High-School conference held at the University of Illinois last November have been published and include on p. 173-194 the proceedings of the High-School Library section.

Over 3700 registered for the High-School conferences; 75 of these registered as primarily interested in the High-School Library section.

The first volume of a graded series of textbooks on bookbinding designed for vocational training in public schools, has recently come from the Kingsport Press, Kingsport, Tennessee. The series is being prepared by Elbridge W. Palmer, chairman of the Educational-Vocational committee of the Employing Bookbinders of America, and its publication is sponsored by that organization.

A resumé of an address by Purd B. Wright, librarian of the Public library, Kansas City, Missouri, appeared in the *Citizens' League Bulletin*, March 17. In this address, Mr Wright has given a review of his library, naming its size, scope and ideals. In a very striking fashion, he points out what the library can do for every type of citizen from the lowliest of the mechanics to the lawyers and bankers who rule finance and business of the city.

A booklet issued by the City library association of Springfield, Massachusetts, while verging on adult education, is somewhat different from most such publications. It is an annotated book list under the title, *Some inexpensive ways of getting recreation in Springfield and some books about them*. The booklet was so much liked by manufacturers and various organizations that they purchased several thousand copies in quantities for distribution to their employees or members.

An interesting article in *The Step Ladder* for March, "In library work rooms," by Nellie J. Compton, assistant-librarian, University of Nebraska, gives an understandable review of the processes thru which and by which books are obtained and placed on the shelves ready for use, by librarians. The article is written for those not familiar with library work.

The History of the Los Angeles County free library, California, has been recently issued by the Board of supervisors. The library work started in 1912 and a summary of the activities, extension, and other matters of interest in the meantime are included in the history. The annual statistics for the past year are also given. This is illustrated with pictures of library activities.

A third revised edition of the pamphlet Picture collection, prepared and illustrated in the Newark public library, has been issued by the H. W. Wilson Co. This edition is so thoroly revised that it is hard to compare it with the former ones. It is much larger, has much new material, and nearly one-half of the 78 pages is devoted to subject headings for use in filing the material. It is freely illustrated and gives explicit directions and instructions for obtaining, classifying and using pictures. (90 cents.)

Current Magazine Contents is a new graft on the family tree of periodicals, No. I, Vol. I appearing for April, 1928. It is the intention of the publication to present each month the indexed contents of over 100 leading American periodicals concurrently with their publication. This will be made possible thru the coöperation of the editors of the magazines indexed. The object of the publication is to enable the readers and the librarian to know what the latest issues of these magazines contain so that the most recent discussion and information upon any subject will be immediately available.

The April contents are arranged by subjects which are subdivided by classes. An alphabetical index of au-

thors of articles is of value. The fiction and poetry are arranged separately under alphabetical index by authors.

A lecture delivered last summer on Provision of books for children in Elementary schools, at the University of Leeds, England, in a course for the National Union of teachers, by L. Stanley Jast, chief-librarian of Manchester, has been issued in pamphlet form. The lecture given in Mr Jast's delightful style, indescribable and inimitable, deals with plain facts that ought to be realized before making rules and regulations regarding the selection of books for children.

The note on the book says:

The lecture discusses, not so much the need for the provision of lending libraries in elementary schools, for that is now generally admitted, but the part which should be played by the education and library authorities in such provision, and particularly the relation of the lending collections in the public library to the collections in the schools, and the function of children's rooms in the libraries in the whole scheme. It endeavors in particular to define the spheres of the librarian and the teacher respectively in this work, and incidentally criticizes Sir Arthur Quiller-Couch's views on children's reading.

The American Library Association has issued as a 22 page pamphlet, a reprint of three articles in library planning which appeared in the December, 1927, issue of *The Architectural Forum*. This publication would be of greatest value to and doubtless will be in great demand by librarians and trustees interested in new building projects. That the subjects are treated in a thoro and practical manner will at once be evident from the following table of contents:

Library planning, Edward L. Tilton, architect, New York

The librarian's ideas of library design, Arthur E. Bostwick, librarian, St. Louis public library

Ventilating and lighting library buildings, Samuel H. Ranck, librarian, Grand Rapids public library

The pamphlet is profusely illustrated with exterior and interior views of library buildings, together with floor plans. Copies may be had by addressing the A. L. A. (90 cents.)

Bertha Gunterman, for several years head of the order and accessions department of the Public library, Louisville, Kentucky, now head of the children's book department of Longmans, Green & Co., has added to her many other excellent qualifications in the book world that of editor. There will appear shortly the Scotch stories from the Red book of heroes, Red true story books, and True story book, by Lang. She will also edit a new edition of Edwyn the fair by A. D. Crane.

The most satisfactory atlas for all purposes and from all standpoints for a busy person who needs an atlas is The Modern Atlas of the World, just issued by the C. S. Hammond Co. Maps, indexes, statistics, these usually make up an atlas but in this Hammond atlas one finds every conceivable combination and division of every class of geographical information and just where one expects to find it. The atlas may be heartily recommended for ready reference.

The library circles of Boston are moved to something like protest because of an article which appeared in the *London Graphic* under the title *Banned in Boston*. The *Graphic* carries a picture of what it terms a censor board of Boston, where men and women are presumably reading amid piles of books, and calls this a picture of "a testing laboratory in the Boston public library thru which all books bought for the library are bound to pass." Investigation shows that the photograph reproduced by the *Graphic* is a picture of the catalog room of the Boston public library at work.

The fantastic misconception of the *Graphic* may be intended for humor but it also verges near "false witness against thy neighbor."

The *Chicago Tribune* began to print daily a rag paper issue of its final edition on January 1, 1928. This adds another source of information to the few that will exist in the next century as to the events and ideas of the present day, forming a permanent record of value for other days to come.

Present day dilemmas in religion is the title of a book by Dr Charles W. Gilkey, an eminent clergyman who is a prime favorite in Chicago. The book is the substance of the Cole lectures which Dr Gilkey gave at Vanderbilt University in May, 1927. The book of 180p. contains six lectures under the titles: Dilemmas true and false; Things new and old; Practical service and inner renewal; Definition and symbol; The individual and the group; In the work but not of it.

The keynote of all of these Dr Gilkey quotes as coming from the late William James, formerly of Harvard . . . "You cannot truly say either . . . or, but must learn to say both . . . and." Every shade of belief will find something both entertaining and helpful in what Dr Gilkey presents, whether they are entirely in agreement with him or not. Thru it all, he brings into contrast the interests of the individual as against the demands of society showing the high cost of social progress either to the group or to the individual. Copious and lengthy quotations show his wide acquaintance with the world of thinkers on similar lines.

The lectures are those of a scholar and a thinker, grounded in his faith and belief, but his tolerance, his many-sidedness, his wide experience and consequent wide view of human relations preserve his lectures from pedantry and give a light human touch that holds the readers. These same qualities fill his church with delighted listeners.

From a nation's songs no less than from its secret archives you may learn a nation's history. In many ways the songs are more expressive of national spirit than are diplomatic negotiations and bloody battles. What Ireland has felt and endured during the long centuries of oppression, what she aspired to and how she conquered and was conquered, yet not for long or entirely, is told in *Poetry of Irish history* (Stokes), a new and enlarged edition by Stephen J. Brown, S.J., of M. J. Brown's *Historical Ballad poetry of Ireland*. This is a collection that thrills Irish blood, even though one has it only in diluted quantities.—*Selected.*

The Librarian in Fiction

An article by Charles H. Compton of the St. Louis public library appeared in the *South Atlantic Quarterly* for October, 1927, under the title, *The librarian and the novelist*. Mr Compton's presentation is addressed to writers of modern fiction under the question, "Why not occasionally make use of a librarian for a heroine?" He then proceeds to demonstrate that the librarian has suitable and attractive qualifications for such a character. He maintains that there is no such a thing as a typical librarian but points out some of the traits that he has noticed in his associates. He says librarians are "rank individualists, optimists in practice tho most of them would not admit that they are; true Simians, bookish, if only superficially. Fifty per cent have a sense of humor, are enthusiastic in their work, tolerant of ideas but not of people, especially not of other librarians, generally not sentimental, sufficiently wicked to be interesting."

Mr Compton reviews the treatment that librarians have received as characters in books. Certainly there is nothing in any of it to cause a librarian of the gentler sex to be puffed up as for the most part she is represented as behaving unseemly. See Hay's *The breadwinner*, Wharton's *Summer*, Dell's *Moon-calf*, Widdemer's *Rosegarden husband*, Walpole's *The cathedral*, Norris's *Martie*, the unconquered, and Lewis's *Main street*. A librarian was used as a villain by one writer.

After dealing more or less charitably with the characters, Mr Compton closes his article thus: "The worst that can be said of librarians and perhaps the best, is that they are human, very human. As for myself, I am happy that my lot has been cast among them."

Mr Walpole Looks at American Field of Letters

In an article, *Contemporary American letters*, by Hugh Walpole, the English novelist, which appeared in

the *Nation and Athenaeum* (and which was reprinted recently, by consent, in *The Library*, published by the Newark public library), there are some comments and criticisms which are of interest to everyone concerned with reading in America.

Mr Walpole says that he visited every state in the Union and had conversations with many thousands of people, and these conversations were concerned in the main with literature.

He was asked innumerable questions about English writers, and he made some interesting comparisons as to the change in these questions from those that were asked four years ago. "The American people are excited by whatever comes along the road, and figures pass one another so swiftly that they are out of sight almost before they are there. The result is that American publishers must catch the immediate moment, and so there is a great deal of noise and a constant flood of publication in America. . . . They have all the books written by their own countrymen and most of the English, and a vast number of foreign translations. No one any longer pays much attention to publishers' announcements. People read, buy books, and the cloud of talk around letters rises in a blinding dust to heaven. They *talk* about books—that is their main difference from ourselves. They want passionately to enter into the kingdom of letters. Inside, they feel, is something that will transfigure their over-excited, over-stressed, over-public life."

American critics are failing to direct this excitement, Mr Walpole says. "Henry Mencken is the most important influence with the younger generation in America, but he is not so deeply interested in literature as he is in general ideas. Henry Canby and Carl Van Doren are excellent critics, but they cannot ride the whirlwind. . . . Of critics in the sense of Gosse and Saintsbury, Elton and Strachey, Raleigh and Guedalla, there seem to be none in America."

Mr Walpole thinks Bromfield, Elizabeth Roberts and Ernest Hemingway are the outstanding novelists at present. Elizabeth Roberts, he thinks, in the Time of man has done a beautiful poetic work. "She is a poet before anything else."

Mr Walpole said that for many years, English fiction ruled in America, but he finds it so no longer. Galsworthy is now the most popular English novelist in America. He names some 10 who have eager publics, "but it is much harder for an English novelist to gain a hearing in America now than it was 10 years ago."

One of the things that makes publication in America exciting is that at any moment anybody may score an extraordinary success. Mr Walpole finds the American public much more curious, and much more unknown than that of any other country. He calls the Book-of-the-Month Club and the Literary Guild "nets laid down for catching the American public." The committees of these clubs are faced with the difficulty that if they choose a book of peculiar literary value, it will probably be unpopular with the majority of their subscribers, while the choice of a popular book like Elmer Gantry means only that they are supplying the work that the people would in any case buy. "I don't think the plan would work in England where readers are neither so docile nor so eager." He finds in America a vast new democratic public that wishes to read almost anything that comes their way. One result of this is the great increase in America of cheap and shoddy magazines, with the futile tabloid newspapers that sell in millions. "The worst thing about American letters today is the noisy competition that arises round it. The air is filled with best-seller lists and contents; there is a sort of perpetual racecourse atmosphere among the books, with the chink of money always to be heard. The young writer, if he has any success, is at once tempted by vast sums to produce too rapidly and too monotonously."

Mr Walpole closes with rather interesting and frank views of the American literary world:

Out of the excitement a new literature is being born and a new audience is becoming critical; anything can happen with a public so vast and a horizon so varied. For the creator, America is a difficult land to work in, but there is now no finer background anywhere whence he may get his inspiration.

Book Censorship in Massachusetts

An interesting and illuminating pamphlet on the subject of book censorship in Massachusetts has been sent out by a group of Massachusetts book people. The reason for this is stated as:

The book censorship now in force in Massachusetts has been the subject of so much loose and intemperate discussion that it seems profitable to state clearly the significance of the existing situation and to discuss the steps now proposed to end it.

It is conceded that some control is necessary to safeguard the reading of young people and the community in general, but even with that end in view, well intentioned persons may sometimes bring unsound legislation. The pamphlet of eight pages deals with the situation as it is set forth in present and proposed law, which the writers deem unsatisfactory, and then approves a bill which is said "goes directly to the root of the trouble." Approval is given "the Sedgwick bill," which amends the state statute so that it shall apply to a book only when it contains language which when considered in connection with its entire context and theme is manifestly tending to corrupt the morals of youth. In its essential character, the Sedgwick bill is similar to the existing laws on the subject in most states in the Union.

Names attached to the statement include among others: the State commissioner of education, the editor of the *Atlantic Monthly*, various merchants and professors, and among the librarians are C. F. D. Belden, F. H. Chase, E. H. Redstone, H. G. Wellman, Robert K. Shaw, G. H. Tripp and Gardiner M. Jones.

Library Schools

Carnegie library, Pittsburgh

Miriam E. Cary, former director of Institutional libraries, Minnesota State board of control, gave two lectures to the school on April 19. In her first lecture, Miss Carey spoke on institutional library work in general and in the second on hospital, prison and other special types of libraries.

The school will make its annual library inspection trip during the week of May 14. This year, the students will visit Hampton, Va., Baltimore, Md., and Washington, D. C. At Hampton they will see the Naval Base Hospital library and the library and library school at the Hampton Normal and Agricultural Institute. At Baltimore, the Enoch Pratt public library and the libraries of Peabody Institute and John Hopkins University will be visited. Three days will be spent in Washington where there is, of course, much of interest to be seen. It is planned to include trips to the Public library of the District of Columbia, the Library of Congress, the library of the Walter Reed General Hospital, and the library of the United States Department of agriculture.

Carnegie library school will offer a six weeks' summer session, from July 2 to August 11. The following courses will be offered in library work with children: Book selection for children, story-telling, administration of children's rooms, reference.

In a course especially planned to meet the needs of library teachers in elementary schools, particularly in platoon systems, the following work will be given: Book selection for children (including story-telling), reference and administration, cataloging and classification. Two general elective courses may also be offered, one in subject bibliography for elementary school use and one in reference.

For further information address The Principal, Carnegie library school.

FRANCES H. KELLY
Principal

The Drexel Institute

The work of the third term began, April 10, on the return of the students from two weeks of field practice. This term is largely devoted to library work with children and youth of high-school age. The courses in administration of

a children's room, book selection, etc. are given by Prof Law and the course in school library management by Mildred H. Pope, librarian of Girard College. The first lecture of this series, The relation between public libraries and schools, from the viewpoint of the public school, was given by Helen M. Harris, who has charge of the extension work with school librarians, to be followed by a lecture by Margery C. Quigley, librarian of the Montclair public library, on the same subject from the viewpoint of the public library.

The class visited the children's room of The Free library of Philadelphia, where an opportunity was given for observation of the work of the department, its collections of books and pictures and the many technical devices for filing, cataloging, etc. Later the class visited the magnificent new Museum of the Fine Arts, on the Parkway.

On April 10, Enid May Hawkins, librarian of the Stevens Institute of Technology, lectured to the class on technical reference material.

The following students of this year's class have accepted positions:

Anna E. Powell, librarian, library of Merchantville public schools, Merchantville, N. J.

Anna Haddow, first assistant, Industrial division, Public library, District of Columbia.

Carolyn E. Minogue, librarian, South Side branch, Public library, Bethlehem, Pa.

Mary B. Closson, '28, has announced her engagement to John McMillan Crozier, of Philadelphia.

ANNE W. HOWLAND
Director

Pratt Institute

The class survived the ordeal of term examinations without a single condition and are headed toward commencement with ranks unbroken.

The spring trip this year was to New England, and the New England trip includes more different types of libraries with supremely good examples of each, a greater variety of library methods and more tangible evidence of public appreciation and support than are to be found, I believe, in any other area of equal size in the

country. Those who believe New England effete should visit the Warren Harding High School library at Bridgeport, Conn., the newer branches of the Newton public library (built by the several communities within the city of Newton), and the public libraries of Edgewood and Elmwood, Rhode Island. These are the very last word in library buildings and are evidences of a high degree of civic consciousness. If there are more efficient state libraries than those of Connecticut and Massachusetts we have never seen them.

In the matter of hospitality, New England surpassed itself. Luncheons, teas or home entertainment were in evidence every day.

The personal contacts made possible by these entertainments and the sense of professional *esprit de corps* engendered are among the valuable results of the trips.

Dorothy M. Emmel, '19, was married March 9 to Sylvanus Williams Peake. Mrs Peake will continue for the present her work in the loan department of Columbia University library.

JOSEPHINE ADAMS RATHBONE
Vice-director

St. Louis public library

The students who have been specializing in children's work have each conducted a weekly story hour at a branch library as a part of their training for the past two months.

They have "listened in" at various cycle story hours and observed and assisted the children's librarians in giving instruction on the use of the library to sixth and seventh grades.

In the group discussion hour, special emphasis has been laid on social contacts by bringing before the class the following speakers: Ruth A. Sampson, director of Girl Scouts, Laura Kinkead, director, Girls' Protective Association, Mrs E. C. Runge, probation officer, Juvenile Court of St. Louis, Mrs Mabel K. Alt, director, Civic Union of St. Louis (safeguarding the child's leisure time), and Mrs H. C. January, secretary of the Consumers League of Missouri.

As part of the required work in connection with the general courses in book annotation and subject bibliography, the students are writing the book notes for the June number of the *Monthly Bulletin*, and preparing a selected bibliography on Aeronautics to appear in the same number.

Judson T. Jennings, librarian, public library, Seattle, Washington, will give the commencement address.

Entrance examinations for the class of 1929 will be held on Saturday, June 9.

MRS HARRIET P. SAWYER
Principal

Syracuse University

Students of the school have returned full of enthusiasm from their second semester block of practice work for which the week immediately preceding the Easter recess was reserved. The following libraries acted as hosts:

Columbia University and Vassar College, the public libraries of Albany, Brooklyn, Cortland, Poughkeepsie, Rochester, and Utica, and high-school libraries in Cortland, Rochester, and Syracuse.

On March 15 and 16, William F. Yust, librarian of the Rochester public library, gave a valuable series of lectures on library buildings and equipment, supplementing work in the course on Library management, and on March 21, Adeline Zachert of the Library Extension division visited the school and addressed the students in the School libraries course.

Margaret Chambers, '26, has been appointed to a position in the new Junior and Senior high school at Mineola, L. I.

Ellen E. Tubridy, '27, has accepted a position in the catalog department of the Public library, Bridgeport, Conn.

WHARTON MILLER

University of Toronto

A library school is being established in the University of Toronto with a full academic year of work with two full time instructors. Winifred Barnstead, B.A., at present head of the catalog department of Toronto public library, will be director. The school will be attached to the College of Education.

Department of School Libraries

Getting an education is learning, not being taught.—J. C. D.

Essentials in Library Instruction

Gertrude Buck, State Teachers College,
Milwaukee Wis.

I have a library creed. I believe in the power of books to affect the soul of a child. I believe that there is a spirit abroad among the books on the library shelves and that this spirit will come forth to meet the understanding person who approaches these books expecting guidance, help, or inspiration. I believe there is a Brownie in the brain.

This spirit brought me this very week, seemingly quite by accident, James Hosc's article on dynamic teaching, Henry Legler's Library ideals and Henry Turner Bailey's wonderful address Leisure time, the first words of which are these:

There is the physical world in which we eat and sleep and work and earn a living. There is beside this a spiritual world, a world that has been created by the activities of men and women of imagination. The foundation for that spiritual world was laid for us in the marvelous epochs of the book of Genesis. That world was enlarged by Homer, who added a whole race of people, who added new cities, new countries, and who added the immortal gods. The world was further enlarged by Caesar, who added not only all Gaul but the provinces beyond the Rhine. Sir Thomas Malory added the whole marvelous pageantry of the world of the middle ages. What an immortal company Shakespeare added. It has been enriched by Tennyson, Browning and Kipling. There was no jungle in this spiritual world till Kipling's day. There was no Cape Cod there till Thoreau had the power to place it there. Homer created the sand beach but there was no little sand piper till Celia Thaxter stood with it in the twilight on the beach and wrote, "For are we not God's children both, thou, little sandpiper and I."...That world is shown to us in Revelation under the symbol of a great city that lies four square, 12,000 furlongs the length and breadth of it. No wonder it had to have 12 gates, three on the north, three on the south, three on the east, and three on the west. I have written down names for the gates of the city, the spiritual city. On the north, the cold side are the gates called Philosophy, and Biography, and Belle lettres. Few indeed are there who go round to enter thru those gates but many

of us go in by the sunny south gates of Fiction, Nature study, Religion. Gates on the east are Music, Poetry and Drama and those on the west Architecture, and Sculpture, and Painting. The human spirit that upon a moment's notice can escape from the physical world into this celestial health resort, this great city of the soul, is indeed fortunate.

What a work—to show children the paths to these gates and place in their hands keys that give them entrance. The most significant branch of recent library development is that associated with elementary and secondary schools. Clearly defined objectives are needed and method of technique must be developed. There are two distinct points of view, one for the learner and one for the instructor.

There are four objectives:

1) Understanding of what it all means.

First, by the old traditional method of oral telling, we may teach what it means—the place of libraries in our life as institutions supported by the people to maintain the ideals and intelligence which schools exist to create; that in them one may find the joy of freedom unrestricted, the satisfaction of using the master key to the world's advance in any line whatever, at any time in one's life, for whatever work or interest is his.

"The library in America stands for an ideal of informed intelligence, of sober and quiet consideration of serious things by the great masses of people upon whom our democratic institutions rest. There is so much in our life that is ephemeral and hectic and hurried that deliberate intelligence seems at times threatened with extinction. The things that are dearest in our lives, that underlie our whole conceptions of the relations of men, depend upon regulating the selfish dynamic elements in our civilization by matured judgment, seasoned culture, substantial purpose. These are the things for which the library stands."

¹J. E. Morgan, *N. E. A. Journal*, 1923:727...

Our mission is a mission of permanent influences, teaching where and how to find the mind's daily bread. May there be added to this knowledge the power to think for one's self—a witching and potent secret.

2) How to use a library.

How to make quickly the acquaintance of an unfamiliar book, make good notes, prepare a bibliography, form careful conclusions, arrange presentation of subject be it for address or thesis—these things well taught will result in at least a measure of appreciation of books, a thing which must be caught, cannot be directly taught. If these things be well taught it will be discovered that a library is a workshop for assembling facts when wanted, a laboratory organized, ready for active use in every department of knowledge or work.

A most practical beginning for instruction is the routine of borrowing and returning, general methods applicable anywhere and also particulars of the very library in use. Certain pointers for the uninitiated might be the following:

Enter the library with a well defined purpose.

Walk quietly.

Refrain from talking.

Spend only necessary time with newspapers and reserve books.

Talk with assistants only upon matters with which library wants are concerned.

Stand and sit where you debar no one from shelves, doorway, or passage.

Take the friend whom you have unexpectedly met to a proper place for a talk.

Engage in no conversation that can be heard by any person other than the one to whom it is addressed.

Entertain friends in some other place.

Make known all your reasonable wants, for librarians and assistants are paid to serve you tho you are expected to help yourself.

Return all material promptly when thru using it.

Leave undone those things, innocent perhaps in themselves but which bear no relation to those things for which a library stands.

Regard fines, not as a punishment but as payment for a privilege enjoyed.

Library nomenclature must have its share of attention but not as a list of terms to be learned: shelf, tier, stack, alcove, checklist, entry, book, pamphlet, vertical file, reference collection, circu-

lating collection, reserve, classification, shelf mark, class number, book number, accession number, catalog, index, analytic.

First should come understanding of the library as a whole, classification, book numbers, location of the reference collection and the circulating collection with the difference between them, location of reserve books and how to obtain them, location of any special groups not in expected places, where and how the magazines are stored and how to use the picture collection, if there is one.

The foundation for understanding all this matter of classification is the knowledge of the general divisions of knowledge forming the basis of the two great systems of classification, the decimal and the alphabetic. High-school graduates should know about the alphabetic system of classification because some of the universities to which they may go as students, some of the great city libraries and our own Library of Congress are arranged by that method and this bit of knowledge will help them to feel more at home in great collections of books.

Instruction in note-taking is needed. The majority of students copy too much from books, not realizing that studying the printed page saves time and brings better results than copying to work over later. Matters of headings, indention, spacing, general arrangement, should receive much attention. Periodical indexes furnish excellent illustration of method. Note-taking well taught develops power to collect data on any topic of interest and to arrange this material with satisfaction.

Learning how to make acquaintance with unfamiliar books means forming the habit of reading preface and table of contents; of noticing binder's title, head-piece, half-title page, dedication, frontispiece, title page, imprint, note of copyright, introduction and foreword; of looking for lists, cross references, footnotes, tables, glossary, bibliographies, addendum, appendix and supplement; of learning what the body of a book is and to enjoy the illustrations.

Types of reference books often prove a pleasing surprise, and knowledge of

them opens a wide field in which to gather information desired. Abstract, anthology, bibliography, commentary, concordance, glossary, syllabus, digest, epitome, source book are too often unknown terms to the college freshman, who may be happy to meet the familiar index to a single book and to add the indexes for sets of books, atlas, periodicals, newspapers, and special subject indexes to his acquaintance, making the discovery as Pope has it in his *Dunciad*, that

Index learning turns no student pale
Yet holds the eel of science by the tail.

The card catalog, with all its different kinds of cards, reference, analytic, biography, criticism, bibliography, information, as well as author, subject and title, proves itself a veritable blue book full of minute directions for excursions into all corners of a curious world, when the guide cards are explained and the groups of information on the catalog card understood.

When the definite personal question of gathering material on some special topic arises, the student who has enjoyed this general view can easily carry in mind as a bit of portable wisdom, the eight sources of possible supply and in logical order: Cyclopedias, reference books for special subjects, vertical file, catalog, shelves, pamphlet collection, indexes, trade bibliographies and perhaps picture collection if there is one available, and go methodically to work.

If note-taking has been well taught and the use of slips of paper three by five inches in size for items, one on a slip, the record of findings will be accurately made and easily arranged for reading and from these slips the finished product prepared.

The essentials for instruction are the same no matter how small or how large the library. The difference in final equipment of the individual is only in quantity—in the number of books they have been able to handle.

In any large city, the question of where to look may bring knowledge of the many types of libraries that have been developed to meet modern needs: reference libraries from which the

books never go, medical, naval, newspaper, bank, law, municipal reference, county libraries sending their books to country communities, state libraries, travelling libraries, and greatest of all in this country, the Library of Congress, all of them ready to supply material or answer questions.

The part that books may play in the life of young people is limited only by the knowledge and skill of the teacher whether that teacher be class-room teacher or librarian. Library training for teachers is receiving more and more attention as time passes.

3) How to organize and administer a library.

Here also the question arises, what does it all mean, this technical study? The organization should be regarded as a means to an end—the end outlined in the preceding paragraphs. Those starting on this course of study should already have enjoyed the other and should still remember any difficulties and how they were overcome. They should have real liking for boys and girls, ability to handle them, and also tolerant temper. All this because administration should include instruction for grades and high school planned by the librarian and carried out by class-room teachers.

It should be understood that the function of the library is to unify the work of the whole school and that the librarian is 75 per cent of the library and the books 25 per cent and that she may be a shock-absorber for the whole institution.

Library spirit is a bit like appreciation of books in that it must be caught, can rarely be taught, so this course should be elective. As stated early in this article, its subject has to do with libraries in elementary and secondary schools. Normal schools and teachers colleges seem the logical places for the training of those who wish to fill school library positions, whether these positions be for full time or only part of it, the rest occupied with usual class-room instruction.

Educational and literary background with the teacher's view-point are

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necessary, so such study is better undertaken after some teaching experience. The course itself might well include study of printed school courses with definite consideration of the corresponding library material. There should be realization from the first that the formal course is but the beginning, to be perfected by reading and experience. It should be regarded as a science course to be taught thru the use of a laboratory and highly specialized. Management of a library involves exercise of many kinds of intelligence and ability beside those used in judgment of books and this type of work is far closer to social science than it is to English with which it was first associated and some states are already recognizing its independence.

At the beginning, these students should know the three divisions of library work, technical, bibliographical, and administrative: Technical including classification, book numbers, shelf listing, subject headings, cataloging, indexing and filing; bibliographical including children's literature, government documents, selection of books and reference; administrative group including organization, order and accession, buying, loan, routine, and lessons for grades and high school. Courses in story-telling and library history add much to the equipment of the prospective librarian.

With each particular division and topic there should be first the bird's-eye view of the whole field or the completed thing and then the painstaking preparation of the parts so the student can see the thing growing to its completion. Especially is this true with regard to cataloging. Much of this work is the work of an artist, some is the work of an artisan but the work of the artist is likely to be happily accomplished and that of the artisan should be done in the spirit of the artist.

There is call for more uniform instruction, for more uniform system of credits. Standardization may go too far. With personal motive lacking, initiative restricted, constructive powers

dwarfed, more might be lost than gained.

Students in training should learn of all the plans reported in A. L. A. and N. E. A. proceedings, should gain knowledge of public library methods and of all available resources in their own state.

Among the five objectives for junior high school stated by Professor Briggs are three that may well be taken for library slogans:

To explore by means of material in itself worth while, the interests, aptitudes, and capacities of pupils.

To ascertain and reasonably satisfy pupils' immediate and assured future needs.

To reveal by material otherwise justifiable, the possibilities in the major fields of learning.

Teachers of literature without library training cannot satisfactorily organize a high-school library nor one to serve rightly the elementary school.

The child world is always awake to something new and children are ever ready to receive the keys to the resources of the library. Upper grade and high-school pupils are eager, enthusiastic and fearless to put their knowledge into practice and the independence and accuracy so cultivated will prove a valuable asset whether they ever enter college or not.

4) Library technique.

Library lessons should begin in the first grade with instruction about physical care of books and introduction to the dictionary thru drill on the alphabet by rote giving easy habitual command which will pay for itself many times over in time saved later. Webster's elementary school dictionary should be in the hands of every pupil and they should have much drill, learning to open quickly to any letter, using words at the top of the page only.

Training children to a competent and ready use of the dictionary and fixing the habit of consulting it, is one of the main duties that the school room can perform. Without the impulse to use the dictionary and ability to interpret it, the child is without the capacity for making further advance in a definite and accurate way. Emphasis upon the right use of the dictionary

cannot be too great in grades 6, 7, and 8.—*Henry Suzzallo.*

In general there has never been adequate demand in courses of study for teaching use of the dictionary. It has been assumed that somehow in the course of school events, children would pick up this ability. That they do not, has been demonstrated in many cases. With the series of Webster's dictionaries now available, the separate Preparatory dictionary exercises based on the Elementary and also Secondary school dictionaries, the Brigg's dictionary test for high-school and college students, all published by the American Book Company and distributed free of charge, as well as the many interesting booklets to be had from the Merriam Company, there is little reason for omitting this instruction from any grade in school.

In the second grade, children should be introduced to the children's room in the public library if there is one and taught how they may get books for themselves, about registration, fines and renewals, how to hold a book when reading, how to turn the leaves, the necessity of clean hands. Good cards will do good service in this grade.

Each child in the third grade should receive a Maxon book mark for his own and be taught how to use it. Names of the parts of a book, page, leaf, back, title page, binding, should grow familiar to their ears. The elementary school library should be classified and the children taught that each book has a place on the shelves as each of them has a seat in the room, and must be put there or lost. They are too little to read the marking and locate the proper place so they should be taught, whether in school or public library, to leave books they have used upon the table for some one whose duty it is to put away.

The fourth grade is an important time in the child's reading, and physical care of books should receive much attention. The idea of an author's claim on his work, something of copy-right, and the meaning of the imprint

should be taught. Practice should be given in finding the author's name in and on the book and children should begin to call books by the author's name whether reader, geography or story book. New interests should be created which would lead naturally to demand for books of information along many lines. There should be much reading aloud and many stories told introducing books to readers. Use of reference books should begin, the children looking up first familiar known subjects in cyclopedia, familiar words in dictionary because all new work at once is disconcerting. In this grade too should begin lessons in note-taking. (One of the three great things the elementary school should teach.) Single paragraphs should be used, never being copied but the children taught to pick out the salient points and note them. Books are dead things to a child laboriously copying. The class-room library should furnish live interesting material for this work.

The fifth grade should give children the persistent habit of appealing to dictionary and cyclopedia. They should learn to scan a page to locate what they wish to find, and learn that meaning will help decide the spelling of words. Meaning of diacritical marks and accent marks should become part of the permanent furniture of the mind and also easy recognition of the way of indicating the part of speech. Much note-taking under careful supervision using a variety of books is most profitable.

From the sixth grade so many pupils leave school that here the library as a whole should be emphasized. Too many leave with no idea of the help they can secure in the public library along the lines of future occupation and recreation. In this grade, the physical makeup of the book becomes interesting. Presentation of such topics as author's manuscript, publishing houses, printing type, illustrators, how pictures are made, the binding of books, broadens ideas of books in general and increases respect for books as products of many

kinds of technical skill. In the sixth grade, children should be taught methods of using whole books and extracting from them the parts valuable to them at the time, with much note-taking under direction and revision. Devices by which information is made easily obtainable should be made familiar: for the single book, index and table of contents: for library, catalog, shelf list and special indexes. There should be full accurate work with the dictionary, children being encouraged to read all meanings except those marked rare, colloquial or obsolete, tho the meaning of those terms should be understood.

In the seventh grade, use of reference books should be taught systematically by types and there should be many book talks and much reading aloud to arouse dormant interests. All library topics of preceding grade should be reviewed and enforced.

In grades 8 and 9, practical library lessons should be given covering every phase and sense of individual responsibility for public property as illustrated in the library developed.

When boys and girls reach high school there is likely to be a falling off in library interests because high school is so filled with new, all-absorbing matters, the whole scheme of life seeming changed to the freshman and unless teacher and librarian are alert, reading is likely to become an unknown quantity.

Graduates of secondary schools should know definitely and accurately how to use dictionary, general cyclopedias, indexes to magazines, general reference books for all classes of knowledge, what catalogs may be expected to show and how to use them, a little of bibliographies and something of the physical make-up and care of books. If these graduates go to college handicapped by lack of this elementary library knowledge, they soon keenly feel their lack. Many, of course, do not go to college but these too feel this lack when they try to take the place they desire in the work and play of the world. Use of the high-

school library should be made to include instruction in the value of libraries as instruments of education apart from formal school work and in the guidance of reading along lines of special personal tendencies and desire.

Many boys and girls enter college from high schools in which there has been none of this instruction. As the high school should offer review of all earlier library lessons, so the college freshman year should give the young people the necessary equipment lacking for the best use of the four years of the college course, adding perhaps some specialized matters, such as preparation of a finished bibliography as is required in the preparation of a thesis.

If the results of school education are to be conserved it is vitally important that both librarians and teachers realize the need of cultivating the habitual and voluntary use of the library by the children in an efficient and comfortable way, not just story reading.

The class-room teacher is logically the best instructor in library methods because there the technique can be introduced as occasion arises and specific instruction is what counts the most. Nearly everyone likes to be self-helpful but no child should be sent to the library without the knowledge of how to help himself and this is true of the young people as well.

Teaching will always be an art and art requires imagination, sympathy and skill born of long practice. It can never be reduced to a formula. It will be a happy day when teachers in the class room apply definitely this library instruction, when the schools have trained a generation of eager, intelligent, discriminating readers, who know the public library as a well chartered sea. In a very real sense, the key to the scientific pedagogy of the future lies in the group of studies summed up as library science, for the library is the late and complex object which sums up in itself the sciences of the book, the word, all elements of expression and record, and reading is the "Tool par excellence to hew down the tree of ignorance."

Access to Shelves

I am not quite able to understand why so many teachers college libraries place their general book collection on open shelves where they cannot safeguard them. I know the common defense is based on the recognized value of "exposure to books." Yet with a good dictionary card catalog to consult when the enrollment is large, it seems to me the stack-room restrictions are as of vital importance to a college of the teacher training sort as to a general college.

We are planning to limit the use of the stacks here to juniors and seniors except in isolated cases. Such instances need not be frequent, and, when necessary, printed permit cards signed by the instructor and countersigned by the librarian will be required. We have reached this conclusion after finding out the method of the teachers colleges given below:

C. P. BABER
Librarian

Kellogg library Emporia, Kansas

The practice of a small group of general college and university libraries relative to student admittance to the stack room.

University of Denver

Stack room freely accessible to all students.

State Agricultural College, Fort Collins, Colo.

Under the conditions existing in the present library building the stacks are kept closed to all students. The librarian hopes to be able to issue stack-room permits to certain classes of students when the new building is occupied.

Iowa State College, Ames

Admittance to the stacks is confined almost exclusively to graduate students. To these are issued printed permit cards signed by the librarian. In exceptional cases—usually upon a written request from an instructor—an undergraduate may secure stack-room privileges. In certain rare instances, also, an undergraduate student may be allowed the use of the stacks for a particular day.

Kansas State Agricultural College, Manhattan

Printed permit cards, signed by the loan librarian, are issued to graduate students. These cards are perforated at the center. The student carries the lower half of the card, and the upper half is kept in a file at the loan desk. Very seldom are under-

graduates allowed in the stacks. When the complete stack unit is erected, providing cubicles and seats, the librarian hopes to be able to admit upper classmen.

Duke University, Durham, North Carolina

To seniors and graduate students a printed permit card is issued, signed by the librarian or the chairman of the library committee. These stack-room permits are filed in a cabinet on the loan desk. Each time a student wishes to enter the stacks he finds his card in this file, carries it with him while in the stack room, and upon leaving files it back in its place in the cabinet. This process is continued by a student until the desk attendants have all identified him,—after which time he need not remove his permit card from the file.

University of Kansas, Lawrence

Access to the stacks is limited to graduate students. To these are issued printed permit cards which enable the library assistants to identify them. The same form of printed permit is used also to admit certain undergraduates to a temporary use of the stack room, when necessary.

Carleton College library, Northfield, Minn.

A printed permit card is issued to juniors and seniors. It must be carried by them and shown at the loan desk each time the stack room is entered. A temporary permit may also be issued to certain freshmen and sophomores upon the written request of an instructor.

Washington University, St. Louis, Mo.

When graduate students register at the library each is given a printed card which he is to carry with him, and which, when displayed at the loan desk, authorizes his admission to the stacks. Undergraduates are not expected to apply for stack room permits unless their work is of an advanced nature requiring such privilege.

Rice Institute, Houston, Texas

Stacks are open to all with the following exceptions:

a) The collections on general science, mathematics, physics and biology are kept in a locked room in the physics building and keys are issued to graduates and advanced undergraduates upon the request of an instructor.

b) The chemistry and engineering collections are shelved in closed stacks in the chemistry building, where advanced students, upon the request of an instructor, are given access to them. No printed permit forms are used,—the desk attendants merely keeping at the desk a list of the students who have been granted stack room rights.

Central Missouri State Teachers' College, Warrensburg

Stacks freely accessible to all students. Librarian reports that not many books are lost.

Central State Teachers' College, Mount Pleasant, Michigan

On special request any student is given permission to enter the stacks.
Colorado State Teachers' College, Greeley, Colorado

The use of the stack room is limited to advanced students and a printed permit form is used. This permit is displayed at the desk as the student enters the stacks.
Eastern Illinois State Teachers' College, Charleston, Ill.

Stacks freely accessible to all students. The librarian intimates that open stacks are unsatisfactory and that one reason the library does not change to closed stacks is because the library staff is not large enough to handle the work.

George Peabody College for Teachers, Nashville, Tenn.

Admission to the stack room is granted to graduate students only. The plan of granting stack-room privileges to undergraduate seniors is now being considered. If such inclusion is made the seniors will be required to present a formal permit card before entering the stacks.

Illinois State Normal University, Normal, Ill.

Only in rare instances is a student admitted to the stack room and, even then, with the understanding that the permission is for the one time only.

Indiana State Normal School, Terre Haute, Ind.

Stacks freely accessible to all students.

Iowa State Teachers' College, Cedar Falls, Iowa

Certain upper classmen are admitted to the stack room on permission of the circulation librarian. Such permission is granted by posting on a bulletin board kept for that purpose the name of the student requesting entrance.

Kansas State Teachers' College of Hayes, Kansas

Each student before entering the stack room must secure oral permission from the loan desk attendant. Even with this permission the use of the stacks is limited to juniors and seniors.

Kansas State Teachers' College of Pittsburg

Does not in its regulations stipulate any restrictions in the use of the stack room but has established an understanding which in effect requires special permission on the part of all students except seniors.

Michigan State Normal College, Ypsilanti
 Only student assistants and members of the classes in library science are admitted to the stacks.

Nebraska State Normal School and Teachers' College, Kearney

Of the few who are admitted to the stacks a written permit is required. This permit is carried by the student and is left at the loan desk when he enters the stack room.

Northeast Missouri State Teachers' College, Kirksville

Stacks freely accessible to all students. Librarian reports that comparatively few books are lost.

Pennsylvania State Teachers College, Mansfield

Owing to the small size of the book collection (only 15,000v.) all students are given free access to the shelves. The librarian intimates that when the number of volumes shall become considerably larger restriction in the use of the stack room may become necessary.

Southwest Texas State Teachers' College, San Marcos

Special permission is granted to enter the stack room on condition that a loan desk assistant is at hand to attend the student.

Winona State Teachers' College, Winona, Minnesota

Owing to its small collection (only 11,500v.) the books are on open shelves around the reading room and accessible to all students. Librarian reports that many books are lost annually and expresses her belief that with open shelves such will always be the case.

Wisconsin State Normal School, Oshkosh, Wis.

Students to be admitted into the stack room must present entrance slips signed by the librarian.

Note:

Out of the 17 teachers colleges above listed it will be noticed that in only six of them does the library open its stack room to the use of all students, without restrictions, and without requiring some form of special permission.

Catalog for High School Libraries

Standard catalog for high school libraries, edited by Zaidée Brown. H. W. Wilson Co. 1928.

Part 1. A classified list with notes, a guide in selection.

Part 2. A dictionary catalog of these books, with analytical entries for 559 books.

The first part of this volume was issued in 1926 and has already proved very useful to Junior and Senior high school librarians.

The second part now issued in one volume with the first part, while more convenient to use, necessitates for some buying the first part again, but of course there are a great many libraries which will want them in one volume.

Part II is a dictionary catalog of the books in Part I. 559 books are fully analyzed, including entries for short stories in collections under both author

and title. Subject entries are made for historical fiction. The subject headings are taken from the List of subject headings for small libraries by M. E. Sears.

The symbols, indicating first and second choice in purchasing, are given with the author entry but the indications s and j for senior or junior high schools are omitted in Part II.

The only criticism as to the value of this catalog is the fact that so many "out of print" books are included. The inclusion of pamphlet material is particularly valuable.

A. F. W.

Educational Exposition

Extensive exhibits portraying United States methods of education will be shown at the Ibero-American exposition at Seville by the Bureau of education. The exposition, which embraces Spain and Portugal and the republics of North and South America, will open October 12, 1928, and continue thru the following June.

The U. S. bureau of education in its exhibit will try to meet the interest of South American educators in the school systems of the United States and will cover the fields of both city and rural kindergarten, primary, intermediate and high schools. Other departments of the government are planning exhibits that will deal with commerce, industry, agriculture, science and invention.

Congress has appropriated \$700,000 for this country's participation in the exposition. Three buildings will be erected, two of them purely exhibition pavilions and the third a permanent structure which will later serve as the U. S. consulate.

Motion pictures of a distinctly educational value will be shown. These will deal not only with educational life but with the everyday life in all its phases.

The city of Munich has transformed a tramway car into a traveling library van which carries to distant parts of the city the books asked for by those who live there.—*Traveler*.

A New Index

The first number of the *Loyola Educational Index* has been issued. The announcement states that the *Index* is issued in response to repeated requests from teachers, public school administrators, and university professors who have long felt the need of an index devoted exclusively to their own special field. Not only is current literature analyzed but notices of new books on education and psychology are included. The entries are arranged alphabetically as an author and subject index to material on education and psychology.

The editor-in-chief is Austin G. Schmidt, Ph. D., dean of the Graduate school and head of the Department of education of Loyola University, Chicago. Dr Schmidt received his degree in education at the University of Michigan. He collaborated in the revision of 370 tables in edition 12 of the Dewey decimal classification. He served for four years as editor of the *Loyola Educational Digest*, an abstract service of a different type of which the *Index* is an outgrowth and which will continue to appear as before. Dr R. C. McCarthy, graduate in psychology of the University of London, will serve in an advisory capacity in the department of psychology. The editorial staff is made up of those experienced in indexing and in the field of education.

The *Loyola Educational Index* will appear in February, April, June, October and December, and is cumulated in December. Price, \$15 a year. Nearly 100 periodicals are indexed. The entries are concise and to the point. Librarians and others interested in the use of educational material will find the *Index* a very helpful tool.

County Vacation Reading Lists

The county teachers will be interested to know that the *Vacation Reading Lists* are ready for the children as soon as school is out. A Good Books diploma will be given the child reading 10 books on his list before September 15 and a Gold Star diploma to the child reading 20 books. These books may be borrowed from the nearest library center or from the County department of the Fort Wayne public library.—*School Library Leaves*.

News from the Field East

The annual report of the Lucius Beebe Memorial library, Wakefield, Massachusetts, records: Number of books on shelves, 33,919; lent for home use, 159,417; population served, 15,611, thru one main library, one branch and five schools; receipts for the year \$24,777. A notable fact is that the expenditures equal exactly the income.

The Public library of Orona, Maine, will have greatly enlarged quarters by provision which has been made to turn over the Congregational church for community purposes. The building has not been used as a church for 10 years but is in good condition. The auditorium is a most attractive room with beautiful stained glass windows, and with painting and decoration and a new floor, this large room can be made available.

The annual report of the Public library, Providence, R. I., records the following: Number of agencies, 139; number of volumes, 357,516; number of pictures, photographs, prints, 172,500; newspapers and periodicals, 1254 titles; circulation, 1,159,229v., 75 per cent fiction; circulation per capita, 4.3v.; number of registered borrowers, 68,955, 25 per cent of the population; number of staff, library service, 64.

Receipts—city appropriation, \$33,000; invested funds, \$183,560; fines and sales, \$10,490; miscellaneous receipts, \$28,983. Payments—salaries, \$139,065; books, \$44,058; periodicals and binding, \$13,671; supplies, etc., \$21,975; building maintenance, \$36,751; maintenance expenditure per capita, 95 cents.

Central Atlantic

Ruth Melamed, W. R. U. '25, Michigan, M.A. '27, formerly on the staff of the Cleveland public library has joined the staff of the reference department of the Queens Borough public library.

Mrs Florence Y. Mendenhall, W. R. U., B.S. '22, has been appointed at the Far Rockaway branch of the Queens Borough public library.

John H. Leete, director of Carnegie library of Pittsburgh, Pa., resigned at the first of the year on account of ill-health.

Alice L. Stauffer, W. R. U., B. S. '27, formerly in the Cleveland public library, is now assistant at the Grandview branch of the Queens Borough public library.

Ralph Munn, librarian, Public library, Flint, Mich., late assistant-librarian of Seattle public library, has been appointed librarian of the Carnegie library of Pittsburgh to succeed Mr Leete. In this position he will be director of the Carnegie library school of Pittsburgh also.

The annual report of the Public library of Reading, Pennsylvania, records: Circulation, 272,615v.; population served, 114,500; agencies, Central library and three branches; number of volumes on shelves, 68,365; number of borrowers, 15,737; number of staff, 11 full time and six part time. Income, \$42,250; expenditures—books, \$10,099; salaries, \$12,298; permanent improvement, \$12,628.

The report of the Public library of Newark, N. J., is presented in the current issue of the library's bulletin, *The Library*. The report is full of important statements concerning libraries in general, and the Newark public library in particular, written for the attention of Newarkers. The general statistics are interesting: Books and periodicals lent from the library system, 1,640,966; pictures borrowed, 190,560. The year 1927 was the busiest in the history of the library. There was a 10 per cent gain thruout the system.

Sylvia Clark, who has been a county librarian in the California system, has been appointed director of the Library Extension bureau of the Maine state library. She succeeds Theresa B. Stuart who has been promoted to the position of assistant state librarian. Miss Clark is a New England woman and was for 10 years librarian of the Public library, Hanover, N. H., and

was for four years at Middlebury College library, Vermont. She was also connected with the Public library, Tacoma, before going to the Taft library, California.

The annual report of the Free public library, Montclair, N. J., for 1927, records an appropriation of \$1.129 for maintenance expenditure per capita (using estimate of 37,511 population), a change in the tax appropriation for that town which places it in line with Brookline, East Cleveland and similar small suburban cities of equal wealth. The circulation of 253,471 represents an average of 6.7 books borrowed by each resident. The report is planned as a piece of publicity to interest the townspeople in the Public library and to give them a picture of its policies and practices. It is intentionally more like a magazine article than a statistical record. It is a careful and beautiful piece of printing with the text in Bodoni on Navarre rag paper. All the printed matter which the Montclair library expects to use thruout the year, including this annual report, has been designed as a whole and will be printed by one firm.

The annual report of the Public library, Buffalo, N. Y., is a record of growth. Circulation of books reached 2,667,608v., an increase of 171,474v. Two new branch buildings were erected during the year which make 12 branch libraries in operation—six of which are in their own buildings and from which one-third of the total number of books circulated by the public library were loaned.

An experiment is under way in establishing a temporary circulating agency in charge of a trained library staff to help in book selection, the same being merely a center for the exchange of books.

From the city-wide survey of the means for adult education made a year ago, two recommendations were made to the Public library: one for the establishment in the Central library building of a bureau of information

where could be found full information concerning all means of adult education available in Buffalo, and the other for a more formal organization of a library department giving advisory service to adult readers. The Public library has put into force both of these recommendations. While there is nothing new in this, the idea of emphasizing the feature in this way has brought to many people a knowledge of the possibilities which the library offers as a means of education.

The over-crowded condition of the Central building is to be relieved somewhat by the addition of a wing in the courtyard for office space, and by taking over the quarters in the library building which have been occupied for many years by the Buffalo society of natural sciences.

The library has over 1400 class-room libraries in the city grammar schools.

Central

Edward H. Henry, acting director of the University of Chicago libraries, has been elected librarian of the University of Cincinnati to succeed J. S. Fowler.

Julian S. Fowler, for some time librarian of the University of Cincinnati, has been appointed librarian of Oberlin College to succeed the late Dr A. S. Root.

A. G. S. Josephson will join once more the staff of The John Crerar library, this time in the capacity of Consulting cataloger. Mr Josephson at present resides at Fairhope, Alabama.

The Public library, Warsaw, Illinois, claims the honorable distinction of being the first library organized under the new library law of Illinois on July 1, 1872, the day the law went into effect.

The Public library of Carthage, Illinois, celebrated the thirty-fourth anniversary of the establishment of its Public library, March 31, with a reception and program of speeches and music.

The annual report of the Public library, Racine, Wisconsin, records a circulation of 582,284v., of which 64

per cent was fiction. More than half the circulation was thru the branches. County circulation reached 67,444 v. There are 89 book stations. Active borrowers number 25,535, a library card for one out of every three residents. Expenditures, \$68,711 for library service. An endowment fund of \$100,000 was received from Mrs Emily A. Lee, the interest from which will be used for books or equipment. A new central library building is said to be the prime need at the present time.

South

The annual report of the Public library of Vicksburg, Miss., records: Number of volumes, 12,750; number of borrowers, 5181; total income, \$3500; spent for salaries, \$2100; circulation, in 1921, 29,910v.; in 1927, 57,763v.

Jennie M. Flexner, who has been connected with the Public library, Louisville, Ky., since its organization in 1905, has accepted an important post on the staff of the New York public library. She will begin her work there September 1.

Mrs Helen Lake Clutter has been appointed library organizer for Texas. Mrs Clutter will form contacts with library interests over the state and is to be library adviser wherever her co-operation is desired. She will meet with committees, advise, and answer questions, plan with the authorities the best ways in which to establish or maintain libraries. Development of school libraries will also be a part of the work of the organizer.

The custom of the St. Louis Public Library board has been for some time to allow six weeks vacation to members of the staff who have served continuously for more than 20 years and two months to those who have served continuously for more than 30 years. At present there are six members who are in the 30 year class, two of them having served nearly 35 years. The 20 year class includes 11 persons. It is believed that this constitutes an unusual record for length of service in American public libraries.

West

The annual report of the Public library, Denver, Colorado gives an interesting account of good work among a population of 285,000. There is no tax levy but an appropriation is made by the city council. There are 97 agencies—a main building, 11 branches, 46 stations, 228 collections in 39 schools; number of volumes on shelves, 305,296; newspapers and periodicals, 750; volumes lent for home use, 1,609,374—57 per cent fiction; number of borrowers registered, 77,897; full time library service, 106; janitor service, 51. Receipts, \$238,935; expenditures, \$238,935—librarians' salaries, \$129,368; books, \$44,101; binding, \$14,768; janitor service, \$19,966; heat and light, \$9755.

Pacific Coast

The following additions have been made to the staff of the Public library of Seattle: Mrs Ethel B. McGinnis, W. R. U. '12, cataloger; Mildred O. Miller, Illinois '22, librarian of the Queen Anne branch; Blanche Smyth, W. R. U. '25, librarian of the new Ranier Beach branch; Ellen L. Walsh, Washington '26, assistant in the Green Lake branch.

Canada

The annual report of the Fraser Institute, Montreal, records the completion of the alterations and extensions desired for many years. The alterations have allowed the library to separate departments and to make the addition of a children's room. A number of gifts and pamphlets are acknowledged. Income for the year was \$22,861; expenditures, \$17,710; number of books on the shelves, 108,737.

According to its annual report, the Public library, Toronto, Canada, serves a population of 569,899. There are four main agencies and 14 branches, 13 of which occupy separate buildings. Books bought during the year, 39,385; gifts, 453; total number of volumes, 465,777; pamphlets, 29,389; books lent for home use, 2,384,413; registered borrowers, 206,543.

Use of books in the reference library. is not recorded. Receipts, \$389,579; expenditures, \$388,705.

The annual report of the Public library, Windsor, Canada, records the strenuous existence of the library in trying to keep up with the tremendous growth of that city. Circulation for the year was 317,186v., an increase of nearly 35,000v. The circulation of books in the useful arts departments has a leading place in the circulation of the year, an unusual item. Registration records 5079 borrowers. An interesting note is made on a collection called "Where to look," where clippings and current material are filed for immediate use. A plea is made for a room for young people of intermediate age where material suitable for them may be at their command.

Foreign

The annual report of the Public library, Edinburgh, Scotland, records: Number of books on the shelves, 273,121; volumes issued for reference and home reading, 2,060,366. Twenty-two school libraries are provided. A number of traveling libraries are also used. There were 10,782v. rebound in 1927.

The report of the Dublin County library service, Ireland, is most praiseworthy. This was one of the first book centers started in Ireland and has always supplied liberally, as far as it was able, the needs of the small towns and the rural districts of the county. A book van travels every day in various directions to answer the appeals that are made for books. Special requests are met by mail.

A County Library committee has sponsored, at 27 centers thruout the county, a series of lectures illustrated by lantern slides and delivered by well known authorities on subjects in history, literature, science, music and various phases of industrial development. The teachers' meetings thruout the county are most enthusiastic over the library privileges that are afforded, and the addresses by various mem-

bers of the County library committee are well received.

There are 16 branch libraries and 64 book centers under the direction of the Dublin County library committee. Thru these branches and centers books may be obtained by all residents in the county. Children's books are provided for the schools. The library contains besides the books, many books of Irish historical and antiquarian interest. The motto of the County library is: "The Public library may become for many of us a university, and it is a university which fortunately we need never leave."

Miss Roisin Walsh, B. A., formerly head of the juvenile department of Rathmines library, is director of the work of Dublin Co. library.

Wanted—Asst. Librn.; Mason, trained or experienced. Apply Masonic Grand Lodge Library, 71 W. 23d St., N. Y. City.

Wanted—High school librarian wishes position for July and August. Library school training and eight years experience. M. E. Howe, 348 West 8th St., Erie, Pa.

Wanted—Library school graduate with 10 years experience in a university library, some public library experience and experience as teacher, desires position in a college, reference or school library in the Middle West. Address P. O. Box 538, Post Office, Chicago, Illinois.

Wanted—Library assistants with four year college course and at least one year library school training. Reference, work with children and schools, general circulation, cataloging. Salary \$1500 to \$1860; opportunity for advancement for those with initiative and ambition. Graduates of 1928 classes in approved library schools who apply now may receive appointment on or after July 1. The Queens Borough Public Library (In the City of New York) Jamaica, N. Y.